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THE
MODERN
SPELLING BOOK

DESIGNED AS A GUIDE IN THE STUDY OF THE
ORTHOGRAPHY, PRONUNCIATION, AND MEAN-
ING OF COMMON ENGLISH WORDS

BY
J. N. HUNT AND H. I. GOURLEY



BUTLER, SHELDON & COMPANY,
NEW YORK, PHILADELPHIA, CHICAGO,

PREFACE.

✓ *Due T 758.77.480*
 WITHIN a few years there has been developed an opposition on the part of some teachers to the use of a spelling book; they have argued that such a book is not only an expense, but an impediment to the pupil's progress. While an exceptional teacher *may* dispense with a speller without detriment to the learner, it is still true that the great mass of teachers will find such a work quite as indispensable as any other text-book.

✓ The MODERN SPELLER is presented to the public with the hope that it may not be found open to the objections urged against spelling books published years ago. The authors bespeak for it a critical examination, and express confidence that its many novel and practical features will amply repay a careful perusal.

In its compilation the greatest possible care has been exercised in the selection of the vocabulary. Pains was taken to select all the different words used in the MODERN READERS; to this list additions have been made of such words as are commonly used in writing and met with in ordinary reading.

The words have been arranged with the view of studying their *orthography*, *derivation*, and *meaning*. Besides, every facility is afforded for acquiring a *correct pronunciation* from the printed page: silent letters are italicized, and a system of diacritical marks, similar to those found in Webster's International Dictionary, is employed throughout.

Among other special features this book includes: Lessons on the use of each of the diacritical marks; Drills on the various grammatical forms of the words; Topical Lessons on many different subjects; Lessons on "Words of Opposite Meaning," "Synonyms," "Word Building," "Word Analysis," "Origin of Words," "Dictation Review;" Choice Quotations and their Authors; Test Words, etc. In the latter part—see page 140—will be found special drills on several hundred words which are frequently mispronounced by intelligent people. Attention is invited to the unique arrangement of these exercises, the critical study of which will reveal a large number of popular errors in pronunciation.

To the many teachers who have furnished valuable suggestions, the authors desire to extend their sincere thanks, and especially to acknowledge their obligations to Dr. W. B. Watkins, whom experience and accurate scholarship eminently qualify for the supervision of a work of this character.



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DIVERSITY of exercises is an essential element of all successful teaching. Recognizing this fact, the ingenious teacher awakens the interest and keeps the attention of the pupil by varying the requirements and methods of recitation. But recitation presupposes preparation, and your most important duty is to instruct the learner *how* and *what* to prepare for recitation. When a lesson is assigned, such explanations should be given as shall enable each pupil to prepare it properly.

Throughout this book will be found numerous suggestions and directions which are designed for your guidance. The following of these will require your pupils to do a large amount of work beyond the mere oral spelling of the words. You are earnestly solicited to give these suggestions your careful consideration, and to follow them unless your ingenuity can devise more profitable exercises.

Among the subjects to which you should devote special attention are the following :

I. **ELEMENTARY SOUNDS.** — Have frequent exercises in *phonic* spelling, and thus teach pupils to utter each sound clearly and distinctly.

II. **DIACRITICAL MARKS.** — The child should be made thoroughly familiar with each of these marks and the sound with which it is associated, so that he may determine for himself the correct pronunciation of any word. Besides, a knowledge of these marks is absolutely necessary for the intelligent use of a dictionary.

III. **WRITING WORDS AND SENTENCES.** — In the first lessons in this book there are words in script, and then follow sentences in script; these are introduced as suggestive exercises, and similar work should be continued by the teacher. It is an excellent plan to select certain words from each lesson, and require pupils to write, on slate or paper, sentences which contain them. These exercises should be corrected with reference to spelling, use of capitals, and language. Or the single words may be written during the recitation, and pupils allowed to make corrections under your supervision.

IV. **MEANING OF WORDS.** — The lessons on Synonyms, Prefixes, Suffixes, Homophones, Homonyms, and Topical Lessons, are all arranged with a view of developing the *meaning* of the words. This matter is of primary importance, and should not be lost sight of; if a class is unfamiliar with any word in a lesson, you should explain it or refer the pupils to a dictionary for its meaning.

In general, never consider a lesson mastered until pupils can both *spell* and *use* every word which it contains.

LETTERS AND SOUNDS.

An **Elementary Sound** is the simplest sound of spoken language.

There are *twenty-six* letters in the English alphabet, and *forty-four* elementary sounds in the language; therefore, some letters must represent more than one sound.

Letters are of two classes, **Vowels** and **Consonants**.

A *vowel* is a letter which represents a vocal sound.

A *consonant* is a letter which represents a subvocal or aspirate sound.

A, e, i, o, u, and sometimes **w** and **y,** are vowels; the other letters of the alphabet are consonants.

In this book certain distinguishing characters are employed, so that the various sounds represented by a letter are indicated to the eye. The characters used for this purpose are called **Diacritical Marks**.

TABLE OF DIACRITICAL MARKS.

Marks. Names.	Indicates the sound of
— Macron	long <i>ā, ē, ī, ō, ōō, ū, and ŷ.</i>
⊥ Modified Macron	modified <i>ā, ē, ī, ō, ū, and ŷ.</i>
˘ Breve	short <i>ă, ě, ĭ, ǒ, ǒō, ŭ, and ŷ.</i>
ˆ Circumflex	<i>â, ê, ô, û</i> as in <i>âir, êre, fôr, cûr.</i>
¨ Dots above	<i>ä, ï</i> as in <i>stär, police.</i>
˙ Dots below	<i>ạ, ọ, ụ</i> as in <i>ạll, ọọ, ụde.</i>
˙ Dot above	<i>â, ô, ǝ</i> as in <i>tâsk, sôme, gem.</i>
˘ Dot below	<i>ạ, ọ, ụ</i> as in <i>whạt, wỏlf, ụt.</i>
~ Tilde	<i>ă, ě, ĭ, ǒ, ŷ</i> as in <i>lĩ'är, vêrge, thĩrst,</i> <i>ăe'tôr, mŷrrh.</i>
— Lower Bar	<i>ṇ, ẹ</i> as in <i>drĩnk, they.</i>
⊥ Suspended Bar	<i>ş, ȳ</i> as in <i>haş, exĩst.</i>
— Transverse Bar	<i>e, th</i> as in <i>ean, thine.</i>
ˆ Cedilla	<i>ç</i> as in <i>çite.</i>

Italics indicate silent letters, as g and h in sight.

SYLLABLES AND ACCENT.

The part of a word uttered by a single impulse of the voice is called a **syllable**.

A **monosyllable** is a word of one syllable.

A **dissyllable** is a word of two syllables.

A **trisyllable** is a word of three syllables.

A **polysyllable** is a word of four or more syllables.

The greater force or stress of voice applied to a certain syllable of all words of two or more syllables is called **accent**. In the exercises in this book, the accented syllable is indicated by this mark (') placed to the right and above it.

The vowels in unaccented syllables are not uttered with the same force and distinctness as those in accented syllables,—a disregard of this fact sometimes results in an over preciseness of enunciation amounting to an error.

In this book, the modified sound of the regular long vowels in unaccented syllables is indicated by this mark (±) placed over the letters; but, in the case of the other vocal sounds, no distinction is made in the diacritical markings of accented and unaccented syllables.

A smooth and accurate pronunciation can only be acquired by giving due attention to both accented and unaccented syllables, and by imitating the speech of correct speakers.

WORDS CLASSIFIED.

A **Primitive** word is one which is not derived from any other word in the language; as *boy*, *girl*.

A **Derivative** word is one which is formed from a primitive word by changing its form; as *boyish*, *girlhood*.

Synonyms are words of the same or similar meaning; as *bard*—*poet*. (See pages 60, 62, 64.)

Homonyms are words having the same sound and spelling, but differing in meaning; as the noun *bear* and the verb *bear*. (See page 132.)

Homophones are words agreeing in sound, but differing in spelling and meaning; as *ate* and *eight*. (See page 53.)

KEY TO PRONUNCIATION.

TABLE OF VOCALS.

Name.	Marked	Name.	Marked
Long a,	as in ate, <u>ā</u>	Long i,	as in ice, <u>ī</u>
Italian a,	“ arm, <u>ä</u>	Short i,	“ it, <u>ȳ</u>
Broad a,	“ all, <u>ɑ</u>	Long o,	“ old, <u>ō</u>
Short a,	“ at, <u>ă</u>	Short o,	“ on, <u>ȝ</u>
Flat a,	“ air, <u>â</u>	Long oo,	“ boot, <u>ōō</u>
Short Italian a,	“ ask, <u>à</u>	Short oo,	“ foot, <u>öō</u>
Long e,	“ eat, <u>ē</u>	Long u,	“ use, <u>ū</u>
Short e,	“ end, <u>ě</u>	Short u,	“ up, <u>ŭ</u>
Tilde e,	“ earn, <u>ẽ</u>	Circumflex u,	“ urge, <u>û</u>

Diphthong **oi**, as in oil, unmarked.

Diphthong **ou**, as in our, unmarked.

EQUIVALENTS OF VOCALS.

	Marked		Marked
a, like	ŏ, as in what, <u>ə</u>	o, like	ə, as in or, <u>ô</u>
a, “	ẽ, “ liar, <u>ã</u>	o, “	ẽ, “ actor, <u>õ</u>
e, “	â, “ where, <u>ê</u>	u, “	ōō, “ rule, <u>u</u>
e, “	ā, “ they, <u>e</u>	u, “	öō, “ full, <u>u</u>
i, “	ē, “ valise, <u>ī</u>	y, “	ī, “ my, <u>ȳ</u>
i, “	ě, “ girl, <u>ī</u>	y, “	ĭ, “ hymn, <u>ȳ</u>
o, “	ŭ, “ son, <u>ô</u>	y, “	ẽ, “ myrrh, <u>ȳ</u>
o, “	ōō, “ do, <u>o</u>	oy, as in	boy = oi.
o, “	öō, “ wolf, <u>o</u>	ow, “	owl = ou.

The modified long vowel sounds, occurring in unaccented syllables, are indicated by the modified macron (˘); as in ad'äge, ě vent', ĩ de'a, ô bey', ŭ nite', hŷ e'na.

TABLE OF SUBVOCALS.

b ,	as in	bat,	unmarked	ng ,	as in	sing,	unmarked
d ,	"	dig,	"	r ,	"	rat,	"
g ,	"	go,	"	v ,	"	vat,	"
j ,	"	jug,	"	w ,	"	we,	"
l ,	"	lip,	"	y ,	"	yet,	"
m ,	"	man,	"	z ,	"	zone,	"
n ,	"	not,	"	zh ,	"	azure,	"

th as in the, marked th.

TABLE OF ASPIRATES.

f ,	as in	fan,	unmarked	t ,	as in	tin,	unmarked
h ,	"	hat,	"	th ,	"	thin,	"
k ,	"	kind,	"	sh ,	"	she,	"
p ,	"	pin,	"	ch ,	"	child,	"
s ,	"	sit,	"	wh ,	"	when,	"

EQUIVALENTS OF SUBVOCALS AND ASPIRATES.

Marked				Marked				
c ,	like s,	as in	nice,	ç	n ,	like ng,	as in think,	<u>n</u>
c ,	" k,	"	cat,	e	s ,	" z,	" has,	ş
ch ,	" sh,	"	chaise,	çh	g ,	" j,	" age	ğ
ch ,	" k,	"	school,	eh	x ,	" gz,	" exist,	ı

c, unless before h or k = sh, as in ocean, unmarked.

ph, like f, as in phrase, unmarked.

qu, like k, as in piquant, marked qu.

qu, like kw, as in quite, unmarked.

THE ALPHABET.

<i>Script.</i>	<i>Roman.</i>	<i>Script.</i>	<i>Roman.</i>
A a	A a	N n	N n
B b	B b	O o	O o
C c	C c	P p	P p
D d	D d	Q q	Q q
E e	E e	R r	R r
F f	F f	S s	S s
G g	G g	T t	T t
H h	H h	U u	U u
I i	I i	V v	V v
J j	J j	W w	W w
K k	K k	X x	X x
L l	L l	Y y	Y y
M m	M m	Z z	Z z

1 2 3 4 5 6 7 8 9 0

MODERN SPELLING BOOK.



PART I.

Lesson 1.

Sound of **a** in **at**, marked **ă**.

răt	măn	făt	lăp	săd
băt	răn	păt	măp	hăd
măt	făn	săt	năp	băd

an man ran

Lesson 2.

Sound of **e** in **end**, marked **ě**.

běd	mět	měn	pět	hěn
rěd	lět	těn	nět	děn
fěd	sět	pěn	gět	wět

men met net ten

Lesson 3.

Sound of **i** in **it**, marked **ĭ**.

hĭt	pĭn	lĭp	bĭd	dĭg
sĭt	tĭn	sĭp	dĭd	bĭg
bĭt	sĭn	tĭp	kĭd	pĭg

sin sit sip tip

Lesson 4.

Sound of **o** in **on**, marked **ö**.

nöt	lög	höp	löt	böx
döt	dög	töp	göt	föx
höt	hög	pöp	röd	fög

not top rod dot

Lesson 5.

Sound of **u** in **up**, marked **ü**.

rүн	гүн	бүг	түб	рүб
sүн	nүт	дүг	һүм	бүд
fүн	bүт	jүг	гүм	mүд

run sun nut mud

Lesson 6.

Sound of **c** in **can**, marked **ç**.

eăp	eŭp	elăp	eöst	ăet
eăt	eüt	elăd	eröp	făet
eăn	eüb	erăb	elüb	elïp

cap cup clap clip

Lesson 7.

Sound of **a** in **ate**, marked **ā**.

tāke	eāke	tāme	lāte	rāke
lāke	eāme	gāve	sāfe	rāte
māke	māne	wāve	māde	hāte
gāte	sāme	sāve	dāme	māte

take cake lake rake

Lesson 8.

The *italic* form of a letter indicates that it is not sounded in pronunciation.

<i>hāy</i>	<i>plāy</i>	<i>tāil</i>	<i>lāid</i>	<i>māil</i>
<i>māy</i>	<i>prāy</i>	<i>sāil</i>	<i>rāin</i>	<i>wāil</i>
<i>lāy</i>	<i>grāy</i>	<i>wāit</i>	<i>gāin</i>	<i>jāil</i>
<i>pāy</i>	<i>elāy</i>	<i>pāin</i>	<i>pāid</i>	<i>hāil</i>

hay may lay play pray

Lesson 9.

Sound of **e** in **eat**, marked **ē**.

<i>bē</i>	<i>ēar</i>	<i>dēar</i>	<i>lēaf</i>	<i>lēap</i>
<i>mē</i>	<i>ēast</i>	<i>nēar</i>	<i>bēat</i>	<i>lēak</i>
<i>wē</i>	<i>ēach</i>	<i>fēar</i>	<i>nēat</i>	<i>tēam</i>
<i>hē</i>	<i>sēat</i>	<i>yēar</i>	<i>hēat</i>	<i>mēan</i>

be year each heat team

Lesson 10.

Sound of **ee** like **ē**, unmarked.

<i>see</i>	<i>tree</i>	<i>keep</i>	<i>seem</i>	<i>peep</i>
<i>seek</i>	<i>free</i>	<i>weep</i>	<i>deep</i>	<i>need</i>
<i>seed</i>	<i>feed</i>	<i>seen</i>	<i>weed</i>	<i>week</i>
<i>beef</i>	<i>feel</i>	<i>heel</i>	<i>deed</i>	<i>meek</i>

see tree keep need week

heel peep deed deep meek

Lesson 11.

Sound of **i** in **ice**, marked **ī**.

like	fine	size	wild	mine
sīde	vīne	rīde	find	rīpe
hīde	line	bīte	fīre	dīve
tīme	lime	pīle	file	dīne

like side size wild ripe

Lesson 12.

Sound of **o** in **old**, marked **ō**.

eōlt	hōme	tōne	tōld	tōre
eōld	hōle	rōde	sōld	bōne
hōld	hōpe	wōre	fōld	rōpe

colt home slow told tore

Lesson 13.

ōar	gōat	rōam	erōw	slōw
ōak	eōat	fōam	fīow	shōw
eōal	lōad	sōar	blōw	snōw
bōat	tōad	sōak	grōw	bōwl

Lesson 14.

Sound of **u** in **use**, marked **ū**.

Jūne	eūre	tūbe	mūle	dūke
tūne	pūre	eūbe	mūte	dūpe
blūe	glūe	fūme	lūte	jūte

cure tube mule duke glue

Lesson 15.

Sound of **c** in **ice**, marked **ç**.

rāçe	nīçe	twīçe	grāçe	sīnçe
pāçe	mīçe	slīçe	plāçe	mīnçe
fāçe	rīçe	prīçe	trāçe	dūnçe
lāçe	vīçe	spīçe	fēnçe	çēnt

race pace face vice cent

Lesson 16.

Sound of **ll** = **l**; **ff** = **f**.

wēll	fēll	hīll	mīll	pūff
sēll	fīll	bīll	rīll	eūff
tēll	wīll	kīll	quīll	mūff

well fell fill quill muff

Lesson 17.

Sound of **ck** = **k**; **ss** = **s**.

säck	dēck	töss	löss	kīss
läck	tīck	löss	möss	möss
bäck	dūck	böss	mīss	fūss

Lesson 18.

Sound of **a** in **arm**, marked **ä**.

eär	härm	pärk	eärt	bärn
fär	färm	märk	därt	stär
bär	därk	lörd	yärd	seär

I play in the yard.

Lesson 19.

Sound of **a** in **all**, marked **ä**.

saw	draw	call	salt	warm
paw	claw	ball	halt	want
jaw	hawk	fall	bald	tall

We saw a tall tree.

Lesson 20.

Sound of **oo** in **boot**, marked **ōō**.

mōon	pōol	hōop	hōot	fōol
sōon	eōol	rōot	hōof	tōol
nōon	dōom	fōod	mōod	eōop

The moon will soon shine.

Lesson 21.

Sound of **oo** in **foot**, marked **ōō**.

tōok	lōok	wōod	rōok	shōok
bōok	eōok	wōol	sōot	brōok
fōot	hōok	gōod	hōod	erōok

Look at my new book.

Lesson 22.

Sound of **a** in **air**, marked **â**.

pâir	dâre	râre	snâre	seâre
fâir	wâre	eâre	stâre	glâre
hâir	bâre	mâre	shâre	spâre

Dare to do right.

Lesson 23.

Sound of **a** in **ask**, marked **ă**.

păss	măsk	eăst	măst	grăss
lăss	eăsk	făst	lăst	elăss
măss	tăsk	păst	răft	grăsp

Can you run quite fast?

Lesson 24.

Sound of **e** in **earn**, marked **ě**.

hěr	těrm	jěrk	ěarth	wěre
hěrd	fěrn	elěrk	lěarn	sěrve
věrb	pěrt	pěarl	yěarn	věrse

Learn as fast as you can.

Lesson 25.

Sound of **th** in **the**, marked **th**.

thĭs	thēm	thŭs	with	brēathe
thăt	thăn	thěn	thee	elōthe

Get the ferns near the tree.

Will you give them to me?

Lesson 26.

Sound of **oi** in **oil**, unmarked.

boil	eoil	spoil	foil	voicē
soil	join	moist	broil	joint
toil	eoin	point	void	hoist

Hoist the flag. Join hands.

Lesson 27.

Sound of **ou** in **out**, unmarked.

loud	shout	proud	sound	house
sour	stout	eloud	bound	mouse
thou	trout	eount	round	mouth
noun	seout	mount	pound	south

*Not a cloud was seen.**Our house is near a hill.*

Lesson 28.

Sound of **s** in **has**, marked **ş**.

fă _ş	thē _ş	wī _ş	gō _ş	tree _ş
pă _ş	thō _ş	rī _ş	ū _ş	feed _ş
eă _ş	chō _ş	ē _ş	mū _ş	eă _ş
tō _ş	rō _ş	tē _ş	noī _ş	bă _ş

*Rise with the lark.**Stars are seen at night.*

Lesson 29.

REVIEW OF SOUNDS.

lāme	thē _ş	pōke	lūre	roil
bărk	hēn _ş	pōnd	lūll	rout
mălt	tīre	lōom	răsp	spērm
snăg	līve	stōod	lăir	eōg _ş

*An oak has thick bark.**Be kind to the lame.*

Lesson 30.

DISSYLLABLES.

Sound of *ā* in accented syllables.

Sound of *ŷ* = *i*; *ör* = *är*.

bā'bŷ	fā'vör	eā'pēr	hās'tŷ
la'dy	la'bor	ta'per	shad'y
la'zy	va'por	wa'ver	gay'ly
ha'zy	ra'zor	mak'er	lay'er
era'zy	sa'vor	bak'er	na'vy

Require pupils to write the words of this lesson and mark all vowels.

Lesson 31.

OBJECTS IN A SCHOOLROOM.

bēll	glōbe	pā'per	chīl'dren
slātes	chā'lk	tā'ble	tēach'er
bōōks	dēsks	pēn'cil	point'er
chärt	elōck	rüb'ber	bläck'bōard

Require pupils to name other objects in the schoolroom.

Lesson 32.

Sound of *ā* in accented syllables.

ā'ble	tāi'lör	mā'son	lāte'lŷ
fa'ble	sai'l'or	tak'en	safe'ly
ea'ble	jai'l'er	shak'en	state'ly
sta'ble	dai'ly	wak'en	vain'ly
era'dle	dai'ry	ha'ven	main'ly

Write five sentences, each to contain a word in this lesson.

Lesson 33.

PARTS OF A SCHOOLHOUSE.

stěps	rōōf	rōōms	chīm'neŷ
pōrch	spout	sīdeŝ	čēil'ing
wallŝ	ēaveŝ	ěndŝ	wīn'dōw
frāme	fīōr	dōorŝ	shūt'ter

Lesson 34.

Long sound of ē accented.

ē'vīl	ēa'gle	rēad'ēr	nee'dle
re'al	eat'en	hear'er	flee'cy
he'ro	wea'ry	rea'son	greed'y
se'eret	near'er	sea'son	weed'y
fe'ver	neat'er	lead'er	need'y

Lesson 35.

BUILDING MATERIALS.

lōgŝ	lāth	lūm'ber	nāīlŝ
brīck	sānd	bōardŝ	bōlts
stōne	līme	joists	lōcks
mār'ble	plās'ter	bēamŝ	glāss

Lesson 36.

The teacher uses the pointer daily. The children write on paper, slates, and blackboard. They use pens, pencils, and chalk.

The tailor made this coat. The jailer held the sailor. The mason built the walls and chimney.

To Teachers. — Require pupils to write the above sentences from dictation. In subsequent lessons encourage pupils to use some words of each lesson in original sentences.

Lesson 37.

Sounds of **är** and **ör** = **ör**. Sound of **i** in accented syllables.

li'är	dī'et	sī'lent	trī'fle
tī'nŷ	qui'et	rip'en	ti'tle
li'læe	rid'er	driv'er	high'ly
dī'al	fin'er	writ'er	live'ly
vi'per	bri'er	mi'ser	spi'çŷ

Lesson 38.

ARTICLES OF FOOD.

pīeŷ	beef	eggŷ	eūs'tård
eākes	pōrk	tōast	eräck'erŷ
brēad	fiŷh	gāme	jēl'lŷ
rŷsk	vēal	tārts	sāl'ad

Lesson 39.

Sound of **ō** in accented syllables.

pō'nŷ	stō'rŷ	ōwn'ēr	brō'ken
pō'et	ston'y	slow'ly	frō'zen
ho'ly	so'ber	elose'ly	gold'en
rōŷ'y	o'dōr	lone'ly	stol'en
pō'ŷy	o'ver	jok'er	spō'ken

Lesson 40.

NAMES OF FRUITS.

Sound of **ō** = **ŷ** as in *up*.

pēach	ăp'ple	dātes	bläck'bēr rŷ
peâr	chēr'rŷ	fīgŷ	straw'bēr ry
quīnçe	lēm'ôn	plŷmŷ	răŷp'bēr ry
grāpes	mēl'ôn	eūr'rants	erăn'bēr ry

Lesson 41.

Sound of short **ä** accented.

hăb'ýt	păt'těr	grăv'ěl	săd'lŷ
rap'id	mat'ter	trav'el	bad'ly
wag'òn	ean'ter	ban'ner	glad'ly
taffy	sad'dle	mar'ry	flat'ly
tal'ly	tat'tle	tar'ry	val'ör

Lesson 42.

ARTICLES OF CLOTHING.

věst	drěss	trou'sers	eöl'lär
söcks	shawl	mīt'tens	bön'net
bōōts	seärf	něck'tie	rīb'bón
gäi'ters	eäpe	stöck'ings	rűf'fles

Lesson 43.

Sound of short **ě** accented.

ěn'vŷ	bět'těr	běg'gär	měth'öd
eld'er	let'ter	mem'ber	reck'on
nev'er	ten'der	ped'dler	em'blem
pen'ny	slen'der	tem'ple	self'ish
en'try	ren'der	net'tle	sell'er

Lesson 44.

DICTATION REVIEW.

Never be even a silent liar. The peddler gave a penny to the beggar. The wagon was broken. The currants were stolen. The pony will canter.

I like to eat — — —. I wear — — — — —.

NOTE. — Require each pupil to complete the last two sentences.

Lesson 45.

PARTS OF THE HUMAN BODY.

skīn	hēad	mouth	wrist
bōne	ēarſ	chīn	thūmb
flesh	līps	nēck	hānds
nērvē	nōſe	ārmſ	shōul'der

Lesson 46.

Sound of short *i* accented.

çīt'ŷ	dīf'fēr	līt'tle	shīv'ēr
wit'ty	hid'den	mill'er	hith'er
fif'ty	vie'tōr	giv'en	sim'ply
viſ'it	vie'tim	silk'en	fin'ish
viv'id	pil'fer	kit'ten	flim'ŷy

Lesson 47.

PARTS OF THE HUMAN BODY.

The words in this lesson denote one of each object named, and are *singular* in form.

skūll	thrōat	thīgh	heel
brāin	brēast	lēg	tōe
spīne	chēst	knee	joint
heärt	wāist	shīn	sōle

Lesson 48.

wīck'ēd	rīv'ēr	spīr'īt	mīd'dle
fit'ted	win'ter	swift'ly	thim'ble
din'ner	sis'ter	wit'ness	whis'tle
pitch'er	slip'per	fit'ness	this'tle
pip'pin	sim'per	pie'nie	rid'dle

Copy the words of this lesson and supply diacritical marks.

Lesson 49.

NAMES OF DOMESTIC ANIMALS.

The words in this lesson denote more than one of each object named, and are *plural* in form.

lămbș	högș	dücks	göș'lingsș
eölts	dögș	gōats	chick'ensș
mūlēș	pīgș	houndș	eām'elș
eowș	hēnș	eāts	hēif'erș

Pupils will write or spell the *singular* form of the words in this lesson.

Lesson 50.

Sound of short ō accented.

eōm'ŷe	prōp'ēr	rōb'bēr	mōss'ŷ
of'fer	hōn'est	pock'et	frost'y
fol'ly	bot'tōm	rock'et	fond'ly
jol'ly	dōl'lār	rot'ten	bod'y

Lesson 51.

NAMES OF WILD ANIMALS.

lī'ōn	răb'bit	sēal	beâr
tī'ger	wēa'sel	sā'ble	deer
păn'ther	rae eōōn'	ōt'ter	mōōse
lēop'ărd	squīr'rel	bēa'ver	bī'son

Lesson 52.

Sound of short ū accented.

sŭp'pēr	slŭm'bēr	bŭn'dle	mŭs'tŷ
num'ber	plun'der	bub'ble	dust'y
run'ner	flut'ter	rum'ble	sun'ny
gun'ner	but'ton	grum'ble	up'per

Lesson 53.

NAMES OF BIRDS.

Form the plurals of the words in this lesson by adding *s*.

owl	eõn'dõr	rõb'in	snipe
lärk	lîn'net	pär'rõt	eräne
wrën	spär'rõw	rā'ven	pě'wit
quāīl	wäg'tāīl	mār'tin	hēr'õn

Lesson 54.

Sound of *n* like *ng*, marked *n̄*.

Yn̄k	răn̄k	sīn̄'gle	lõn̄'gěr
thīn̄k	thăn̄k	mīn̄'gle	strõn̄'ger
drīn̄k	drăn̄k	jūn̄'gle	līn̄'ger
brīn̄k	plăn̄k	twīn̄'kle	yoūn̄'ger
shrīn̄k	shrăn̄k	wrīn̄'kle	fīn̄'ger

Lesson 55.

NAMES OF GIRLS.

Jāne	Ī'dā	Lū'çy	Clār'ā
Grāçe	Ē'vā	Mā'ry	Āl'ice
Kāte	Dõ'rā	Nēl'ly	Hēl'en
Rõçe	Ēl'lā	Fān'ny	Lāu'rā
Māud	Ēm'mā	Sā'rāh	Bēr'thā

Lesson 56.

DICTATION REVIEW.

Did you hurt your knee? I hurt my wrist and thumb.
 The robber stole fifty dollars from an honest man.
 I have seen a robin, — — — —, and other birds.
 I saw a rabbit, — — — — — in the woods.

Lesson 57.

Sound of *i* as in **girl**, marked **i**.

sir	firm	flirt	çir'eus
bird	skirt	chirp	çir'ele
dirt	shirt	birth	vir'tue
stir	whirl	thirst	thir'ty

Lesson 58.

NAMES OF BOYS.

Märk	Hën'ry	Äl'bërt	Clär'ençe
Fränk	Hō'mer	Är'thur	Rīch'ard
Lūke	Mär'tin	Pē'ter	Hēr'bert
Jōhn	Jā'eob	Jāmes	Rōb'ert
Paul	Jēs'se	Chārles	Thōm'as

Lesson 59.

Sound of **o** like short **ū**, marked **ō**.

love	dove	hōv'ēr	mōn'eŷ
eome	glove	eōv'er	hōn'ey
dōne	frōnt	wōn'der	ōth'er
nōne	mōnth	brōth'er	eōl'ōr
dōeŷ	tōngue	mōth'er	eōm'fōrt

Lesson 60.

Sound of **e** like **ā**, marked **ē**.

they	neigh	weight'y	o bey'
they	sleigh	eight'y	eon vey'
prey	weigh	veined	sur vey'
vein	freight	neigh'bōr	veiled

Lesson 61.

CARDINAL NUMBERS.

one (wŭn)	sĕv'en	sĭx'teen	sĭx'ty
three	twĕlve	sĕv'en teen	nĭnĕ'ty
fōur	thĭr'teen	<u>e</u> ight'een	hŭn'dred
<u>e</u> ight	fōur'teen	nĭnĕ'teen	thou'sand
nĭne	fĭf'teen	twĕn'ty	mĭll'ion

Lesson 62.

Sound of o like broad a, marked ô.

hôn	nôth	ôr'der	êôr'ner
bôn	stôrm	fôr'mer	môr'târ
sôt	ôught	fôr'tune	ôr'chârd
shôt	bôught	fôr'wârd	bôr'der
hôrse	brôught	môrn'ing	in fôm'

Lesson 63.

ORDINAL NUMBERS.

first	fifth	twĕlfth	twĕn'tiĕth
sĕc'ond	sĭxth	thĭr'teenth	thĭr'tiĕth
thĭrd	<u>e</u> ighth	fōur'teenth	fôr'tiĕth
fōurth	nĭnth	fĭf'teenth	<u>e</u> ight'iĕth

Lesson 64.

DICTIONARY REVIEW.

This is page twenty-fifth, and lesson sixty-fourth. Our neighbor has eight horses, which weigh more than eighty hundred pounds. The dove is not a bird of prey. Obey your teacher.

The names of the boys in my class are — —.

The names of the girls in my class are — —.

Lesson 65.

WORDS OF OPPOSITE MEANING.

Let the teacher dictate a word, and the pupil give its opposite.

rĭch	pōor	săd	glăd
sĭck	wēll	thĭck	thĭn
făt	lēan	lĭght	dărk
sweet	sour	whĭte	blăck
lēss	mōre	rĭght	wrōng

Lesson 66.

Sound of u in urge, marked ũ.

bŭrn	pŭrse	chŭrch	joŭr'nal
hŭrt	nŭrse	bŭr'den	tŭr'key
eŭrl	eŭrve	pŭr'ple	eŭr'tain
bŭrst	tŭrned	mŭr'mur	joŭr'ney

Lesson 67.

WORDS OF OPPOSITE MEANING.

băd	gōōd	mŭch	lĭt'tle
lōw	hĭgh	deep	shăll'low
hărd	sŏft	wĭde	năr'rōw
shărp	blŭnt	lăte	ēar'ly
fĭne	eōarse	wĭse	fōōl'ish

Lesson 68.

Sounds of o and u like long ōō, marked ȡ and ũ.

two	whom	rule	erude
move	group	rude	prune
your	wound	fruit	brute
prove	whose	truth	bruise

Lesson 69.

OPPOSITE MEANINGS.

gíve	tāke	hēlp	hín'der
tēach	lēarn	thawed	frō'zen
gōes	eómes	fall'en	rís'en
lōst	found	seāt'ter	gāth'er
smíle	frown	a bóve'	be lōw'

Lesson 70.

Sounds of o and u like short ōō, marked q, ʔ.

wolf	wom'an	put	puď'ding
would	boş'óm	pull	pul'pit
eould	wolf'ish	bush	bul'let
should	puss'y	push	pul'leý

Lesson 71.

OPPOSITE MEANINGS.

true	false	kind	eru'el
ströng	wēak	noiş'ý	quí'et
keen	düll	strāight	eröök'ed
smōōth	rough (rűf)	ōf'ten	sěl'dóm
full	ēmp'tý	sóme	nóne

Lesson 72.

DICTIONARY REVIEW.

He had risen early. His journey had led him over high hills and rough roads. The wolf is a cruel brute. The bullet made a deep wound. You should learn your lessons. The woman put some fruit in the pudding.

Lesson 73.

Sound of **y** like long **i**, marked **ȳ**.

erȳ	eȳe	lȳ'ing	dē nȳ'
trȳ	buȳ	dȳ'ing	de fȳ'
skȳ	tȳpe	drȳ'ing	re plȳ'
slȳ	spȳrȳ	tȳ'rant	ap plȳ'
thȳ	stȳle	slȳ'ly	de erȳ'

Lesson 74.

Form the plurals of these words by adding **es**.

Inch	ārch	trēnch	hē'rō
dītch	mārch	skēтч	mōt'to
stītch	mātch	erūtch	po tā'to
swītch	lātch	elūtch	to mā'to
branch	pātch	nōтч	ōs'trich

Lesson 75.

Sound of **y** like short **i**, marked **ȳ**, and of **a** like short **ō**, marked **a**.

hȳmn	waȳ	waтч	waŋ'der
sȳs'tem	swaŋ	squaтч	squaŋ'der
sȳl'van	waȳsh	swamp	swaŋ'lōw
erȳs'tal	whaтч	squash	quaŋ'rel

Lesson 76.

Singular.	Plural.	Singular.	Plural.
eālf	eālvēs	līfe	līvēs
hālf	hālvēs	wīfe	wīvēs
lēaf	lēavēs	knīfe	knīvēs
lōaf	lōavēs	shēaf	shēavēs

Lesson 77.

Sound of **g** like **j**, marked **ǰ**.

ǎǰe	ěđǰe	lǎǰe	ǰĩ'ant
eǎǰe	hěđǰe	stǎǰe	pǰǰ'eòn
rǎǰe	jǔđǰe	strǎǰe	o blǰǰe'
hǔǰe	hĩǰe	chǎǰe	re vǰǰe'

Lesson 78.

Singular.	Plural.	Singular.	Plural.
shělf	shělfes	gōōse	geese
sělf	sělfes	tōōth	teeth
wōlf	wōlfes	fōōt	feet
thiēf	thiēves	child	chĩl'dren
mouse	mīçe	fōē'man	fōē'men
ōx	ōx'en	wōm'an	wōm'en(wĩm)

Lesson 79.

Sounds of **i** like long **ē**, marked **ĩ**, and of **o** unmarked = **ā**.

mǎ chĩnē'	pō lĩçe'	word	worm
rǎ vĩnē'	vā lĩse'	world	wor'thỹ
mǎ rĩnē'	fǎ tĩguē'	worth	wor'ship

Lesson 80.

DICTIONARY REVIEW.

The women sang a hymn. The dying hero will defy the tyrant. The pigeon and a swallow flew into a ravine. The thieves stole two large knives. The children gather the sheaves. The police found the crystals in a valise. Never quarrel. What is the plural of motto?

Lesson 81.

OPPOSITE MEANINGS.

běst	worst	fěast	fām'ine
blāme	prāiše	elōše	ō'pen
bāre	eōv'ered	worse	bět'ter
proud	hūm'ble	elēar	eloud'y
elēan	dirt'y	ūg'ly	pret'ty (prīt)

Lesson 82.

Sound of ā in second syllable.

à wāke'	ūn sāfe'	à frāid'	à vāil'
a shamed'	re late'	eon tain'	a wait'
be eame'	mis take'	de tain'	pre vail'
de façe'	be tray'	re main'	de elaim'
es eape'	de lay'	eom plain'	ex plain'

Lesson 83.

Form the plural of these words by changing y to ies.

flȳ	çīt'ȳ	běr'řȳ	stō'řȳ
spȳ	līl'y	chěr'ry	pěn'ny
bā'bȳ	bōd'y	jělly	eoun'ty
lā'dy	pō'ny	eān'dy	boun'ty

Lesson 84.

Various sounds of a in last syllable.

à pārt'	prē pāre'	à broad'	à lās'
a lārm'	be wāre'	be fāl'	ad vānçe'
çī gār'	eom pāre'	re eāl'	de mād'
re mār'k'	de elāre'	re wār'd'	eom mād'

Lesson 85.

OPPOSITE MEANINGS.

râre	eom'môn	hōpe	dē spâir'
lōss	prōf'it	brāve	tīm'id
lōan	bōr'rōw	strēngth	wēak'ness
rude	po litē'	re pēl'	at trāet'
fiērcē	gēn'tle	īdle	bus'y (bīz'zŷ)

Lesson 86.

Sound of short *e* in last syllable.

at tēnd'	eon fēss'	up sēt'	pro tēet'
eon tend'	eon sent'	un less'	ad dress'
in tend'	eon tent'	se leet'	eom mençé'
pre tend'	de fend'	ex çept'	sue çess'
im mense'	de pend'	ex peet'	pos çess'

Lesson 87.

OPPOSITE MEANINGS.

ū nīte'	dī vīde'	de spīse'	re spēet'
pūb'lie	prī'vāte	ad mīre'	de tēst'
sue çeed'	pre çēde'	sāfē'ty	dān'ger
swift'est	slōw'est	fōr'wārd	bäck'wārd

Lesson 88.

DICTATION REVIEW.

Open the door and close the window. Beware of danger. He will demand a reward. Some succeed where others fail. Be polite to all. Expect no praise. I will borrow four pennies. These counties have no cities. Better be busy than idle. Write the plural of lady.

Lesson 89.

Sound of long ē in last syllable.

ăd hēre'	rē liēf'	ă chiēve'	rē çēive'
se vere'	be lief'	be siege'	re çeipt'
se erete'	re lieve'	re trieve'	de çeive'
ap pear'	be lieve'	ag grieve'	de çeit'

Copy and indicate the sound of each vowel.

Lesson 90.

FOREST TREES.

ôak	lărch	pöp'lăr	chēs'tnut
ēlm	spruçe	līn'den	būt'ter nūt
pīne	çē'dăr	wīl'lōw	hīck'o rŷ
beech	pe eăn'	wal'nut	sŷ'é'ă mōre
bīrch	mă'ple	hēm'lock	dōg'wōod

Lesson 91.

Adjectives.	Nouns.	Adjectives.	Nouns.
ēasŷ'ŷ	châirŷ	lărge	ôr'an geŷ
mēr'ry	bīrdŷ	ăn'grŷ	pēr'sonŷ
īrk'sōme	tăskŷ	roy'al	băn'nerŷ
hēav'y	lōadŷ	lă'zy	pēo'ple
plēas'ant	hōmeŷ	joy'ōus	greet'ingŷ

Lesson 92.

Various sounds of i in last syllable.

rē fine'	ăd viçe'	eôn fidē'	bē gīn'
be hind'	eon trive'	re quire'	for give'
be sidesŷ	de viŷe'	re mind'	un til'
de çide'	de light'	sur priŷe'	for bid'

Lesson 93.

POSSESSIVE FORM OF NOUNS.

Note the use of the (') and s.

the queen's crown	Phē'be's veil
the girl's shoes	Ēd'win's whis'tle
the sheep's fleece	mōth'er's love
the buffalō's mane	dū'ty's eall
the eanā'ry's song	wis'dom's ways

Lesson 94.

Sound of long ō or short ɔ in last syllable.

ā shōre'	af fōrd'	re pōse'	be lōng'
a woke'	be hold'	ex pose'	for got'
a board'	be stow'	pro pose'	un lock'
a float'	pro mote'	sup pose'	re solve'
a bode'	sup port'	pro voke'	a long'

Lesson 95.

Sound of long ōō in last syllable.

un dō'	eō eōōn'	bāl lōōn'	in trude'
ap prove'	bab ōōn'	har pōōn'	pe ruse'
re move'	ear tōōn'	drā gōōn'	re eruit'
re prove	eā bōōse'	re prōōf'	ab struse'

Lesson 96.

DICTION REVIEW.

He will receive a joyous greeting. I believe it. The dragoons came to the relief of the besieged. The recruit wrote a receipt. Deceive no one. The paper contains a cartoon. The balloon was lost. Unlock the caboose. Abstruse means hidden. The whaler used his harpoon.

Lesson 97.

ADJECTIVES.

Add **-er** and **-est** to the words in this lesson.

nēat	fāir	brīght	mīld
mēam	fāint	strīet	wīld
elēar	frāil	fīrm	loud
meek	eālm	fōnd	tāl
green	frēsh	sōft	bōld

Lesson 98.

Various sounds of **u** in last syllables.

ēx eūse'	In sūlt'	ōe eūr'	ā mōng'
en dure'	dis gust'	re turn'	a bove'
re fuše'	be gun'	un hurt'	a mongst'
re duče'	eon sult'	dis turb'	be eome'
pro eure'	in struet'	ab surd'	eon front'

Write these words and mark the vowels.

Lesson 99.

Consonant doubled before **-er** and **-est**.

hōt	hōt'tēr	hōt'tēst	rēd
wēt	wēt'ter	wēt'test	sād
bīg	bīg'ger	bīg'gest	fīt
dīm	dīm'mer	dīm'mest	thīn
mād	mād'der	mād'dest	trīm
grīm	grīm'mer	grīm'mest	flāt
glād	glād'der	glād'dest	slīm
snūg	snūg'ger	snūg'gest	prīm

Add **-er** and **-est** to the words in the last column; double the final consonant.

Lesson 100.

Sounds of the diphthongs in the last syllables.

à void'	al loy'	à bout'	al low'
ap point'	an noy'	a loud'	de vour'
ex ploit'	en joy'	a mount'	un wound'
re joice'	em ploy'	æ eount'	pro nounce'
de void'	de stroy'	an nounce'	sur round'

Lesson 101.

Nouns.	Verbs.	Nouns.	Verbs.
thūn'der	rōarş	pār'rôts	chăt'ter
ēa'gleş	sōar	pū'pilş	stūd'ŷ
flow'ers	blōom	wăg'ônş	rŭm'ble
nēs'tlings	chīrp	stārş	twīn'kle
ēn'gīneş	pŭff	dī'a mōndş	spār'kle

Lesson 102.

Sound of **sh**.

shell	hārsh	shīn'ing	pŭn'ish
sharp	flāsh	shēl'ter	fŭr'nish
shōne	blŭsh	shăd'ow	noŭr'ish
shāpe	brŭsh	shăg'gy	rēl'ish

Lesson 103.

DICTION REVIEW.

Excuse my delay. Such stories are absurd. The leopard will devour its prey. A thief is devoid of honor. He gave an account of his exploits. Avoid all evil. He will confront his foes. Can you endure the pain?

Lesson 104.

VERBS AND PARTICIPLES.

Verbs.	Past Part.	Present Part.	Verbs.
ădd	ădd'ed	ădd'ing	rê pōrt'
plēad	plēad'ed	plēad'ing	re pēat'
mēlt	mēlt'ed	mēlt'ing	re quēst'
stārt	stārt'ed	stārt'ing	de dūet'
plānt	plānt'ed	plānt'ing	ob strūet'
trēat	trēat'ed	trēat'ing	as sīst'
chēat	chēat'ed	chēat'ing	re șīst'
drēad	drēad'ed	drēad'ing	pre dīet'

Add **-ing** and **-ed** to the verbs in the last column.

Lesson 105.

Sound of **wh**; the true sound being **hw**.

whīch	whēat	whīs'kŷ	whīth'er
whāle	whēlp	whīs'per	whēth'er
whīm	whēnce	whīt'tle	whīsk'ers
wharf	whīsk	whīm'per	whīte'ness
whēt	wheeze	whīn'ing	whee'dle

Lesson 106.

Final **ed** with the sound of **d**.

Verbs.	Past Participles.	Verbs.	Past Participles.
cheer	cheered	ap pēal'	ap pēaled'
erawl	erawled	būr'den	būr'dened
growl	growled	lěv'el	lěv'eled
snārl	snārled	re gāin'	re gāined'
serēam	serēamed	sūm'mōn	sūm'moned

Form the present participles of these verbs by adding **-ing**.

Lesson 107.

Ch as in **machine**, marked **ch** ; **ch** as in **school**, marked **ch**, with **h** silent ; **x**, like **gz**, as in **exist**, marked **x**.

çhâise	ehăşm	exăm'ine
çhâ grîn'	ehô'rus	exăm'ple
çhâ råde'	sehôl'är	exërt'ed
çhiv'al ry	ehëm'is try	exh'ib'it
mâ çhin'er y	ehär'ae ter	ex'ist'ençe

Lesson 108.

Sound of final **ed** like **t**.

Verbs.	Past Participles.	Verbs.	Past Participles.
sëarch	sëarched	en rîch'	en rîched'
prëach	prëached	chër'ish	chër'ished
eröss	erössed	re lăx'	re lăxed'
märch	märched	at tăch'	at tăched'
elăsp	elăsped	at tăck'	at tăcked'
stămp	stămped	trî'umph	trî'umphed

Lesson 109.

Sound of **e** before **r** like **â**, marked **â**, and of **e** before **r**, marked **ě**.

hêir	sërv'ant	për'feet	pre şërvé'
thêre	hër'mit	sërv'îçe	in sêrt'
whêre	mër'cy	sër'môn	de şërvé'
êre	vër'diet	çër'tain	re vërse'

Lesson 110.

DICTATION REVIEW.

Deduct the amount of this bill. The carts obstructed the streets. This storm was predicted. I am requested to do so. He was summoned to appear. The case was appealed. He will study chemistry. The machinery is out of order.

Lesson 111.

NAMES OF INSECTS.

bee	mōth	lō'eust	kā'ty dīd
ānt	gnāt	hōr'net	būt'ter flȳ
flēa	mīd'ge	erīck'et	grāss'hōp per
wasp	spī'der	bee'tle	mōs qui'tō

Lesson 112.

VERBS AND PARTICIPLES.

Final consonant doubled before **-ed** and **-ing**.

grīn	grīnned	grīn'ning	chōp
plān	plānned	plān'ning	wrāp
wāg	wāgged	wāg'ging	un fīt'
dīp	dīpped(t)	dīp'ping	ex pēl'
whīp	whīpped(t)	whīp'ping	re bēl'
knōt	knōt'ted	knōt'ting	e quīp'
slām	slāmmēd	slām'ming	en trāp'
drūm	drūmmēd	drūm'ming	eom mīt'
o mīt'	o mīt'ted	o mīt'ting	re grēt'
pre fēr'	pre fērred'	pre fēr'ring	eon trōl'

Write the participles of the verbs in the last column, being careful to double the final consonant before **-ing** and **-ed**.

Lesson 113.

Gh and **ugh** silent.

fight	sight	eaught	dough
fright	plight	taught	though
height	might	wrought	through
night	bright	fought	brought

Lesson 114.

Write the participles of these verbs, omitting final *e* before *-ing* and *-ed*.

ā <i>e</i> he	quōte	de ſīre'	tŭm'ble
hōpe	prāiſe	ar rīve'	stŭm'ble
lōve	sēize	in vīte'	rīp'ple
dānce	fōrce	in dūce'	bāb'ble
smōke	tēaſe	in elūde'	mŭf'fle

Lesson 115.

Final *ŭre* in unaccented syllables.

ple'ture	rāp'ture	fāil'ure	serīp'ture
nā'ture	eāp'ture	fēa'ture	erēa'ture
pās'ture	mīx'ture	mēaſ'ure	seŭlp'ture
ven'ture	fix'ture	tēx'ture	strŭe'ture

Lesson 116.

Past participle formed by changing *y* to *ied*.

drȳ	dried	eār'ry	eār'ried
spȳ	spied	fān'cy	fān'ried
erȳ	eried	hŭr'ry	hŭr'ried
pīt'ȳ	pīt'ied	wēa'ry	wēa'ried
eōp'y	eōp'ied	stēad'y	stēad'ied
stūd'y	stūd'ied	eom ply'	eom plied'

Lesson 117.

DICTIONARY REVIEW.

I caught a flea and a gnat. A mosquito bites and a hornet stings. What is your height? The crops were destroyed by the storm. He preferred to walk through the pasture. The babbling brook is never weary. Just praise gives pleasure. He complied with my request.

Lesson 118.

TRISYLLABLES.

ăn'ĩ mal
 ăe'ci dent
 ăn'gri ly
 găll'er y
 făe'tò rŷ
 trăv'el er
 măr'ĩ nēr
 hăp'pi er

ăv'ēr ŷ
 ăd'ĩ tōr
 mēl'o dy
 mēm'ò rŷ
 ěn'e mŷ
 sēp'à rāte
 hēs'ĩ tāte
 dēe'ò rāte

ôf'fi ęer
 pōv'er tŷ
 hōn'es ty
 prōp'er ty
 eōm'mōn ly
 hōl'ĩ dāy
 gōd'li ness
 trōp'ie al

Lesson 119.

TRADES AND OCCUPATIONS.

fārm'ēr
 grō'ęer
 drōv'ēr
 plānt'er
 buťch'er

pāint'ēr
 prĩnt'er
 bănk'er
 eoōp'er
 laŵ'yer

flō'rist
 mēr'chant
 drāy'man
 sālēs'man
 bōat'man

gār'den ēr
 eār'pen ter
 plās'ter er
 blăck'smith
 gōld'smith

Write the plurals of these words.

Lesson 120.

hĩs'tò rŷ
 ĩn'ju ry
 ĩn'dus try
 mĩn'is ter
 prĩŷ'on er
 trĩck'er y
 tĩm'id ly
 bĩt'ter ly

ĩn'dĩ eāte
 ĩm'ĩ tāte
 dĩf'fer ent
 dĩl'ĩ ģent
 trĩv'ĩ al
 sĩm'ĩ lār
 sĩn'gu lār
 ģĩt'ĩ zen

sũd'den ly
 hũs'kĩ lŷ
 ĵũs'ti fŷ
 mũl'ti plŷ
 mũl'ti tũde
 sũb'sti tũte
 eũl'ti vāte
 sũf'fo eāte

Lesson 121.

es tăb'lish	for ăv'er	eon sîd'er
im ăg'ine	how ăv'er	be wîl'der
in hăb'it	re șēm'ble	pro hîb'it
săr eăs'tie	op prěss'ôr	im prîș'on
ro măn'tie	re mēm'ber	im plîș'it
me tăl'lie	ex pěn'sive	so liș'it
or găn'ie	ex těn'sive	dis trîb'ute
un hăp'py	un plăș'ant	eon tîn'ue

Lesson 122.

FARM PRODUCTS.

rȳe	băr'leȳ	elō'ver	tîm'o thȳ
rîșe	bück'whēat	mîl'let	tô băe'eô
ōats	eôt'ton	tûr'nips	pûmp'kins
eôrn	eôf'fee	měl'ônș	po tă'tôeș

Lesson 123.

Note the sound of vowels in unaccented syllables.

stăt'ûe	ăr'rôw	eôn'trite	vî'o lâte
rēs'eûe	ěl'bôw	ěx'îled	děl'e gâte
rěf'ûge	wîd'ôw	ěeh'ôeș	děd'i eâte
ăr'gûe	tăl'lôw	môt'tôeș	În'sti gâte

Lesson 124.

DICTATION REVIEW.

The painter wrought with skill. The mariner came to the rescue of the traveler. The factory is commonly closed on a holiday. The gardener will separate the seeds. Coffee is the berry of a tropical tree. What is the horizon? The citizens will decorate the statue of the great poet.

Lesson 125.

Long sound of vowels under the accent.

bāk'ēr ŷ	rē'al lŷ	eū'rī oūs
brāv'er y	ē'qual ly	stū'di oūs
vā'ri oūs	ē'ven ing	nū'mer oūs
dān'ger oūs	ē'a'ger ly	pū'ri fŷ
vol eā'no	ēaŷ'i ly	beaū'ti fŷ
tô'r nā'dô	cheer'ful ly	en dūr'ançe
en ā'ble	ap pēar'ançe	a mūŷe'ment
â wāk'en	eon çēal'ment	in dûçe'ment

Lesson 126.

GARDEN PRODUCTS.

sā'ge	spīn'ach(ăj)	pěp'pers	çēl'er ŷ
pēaŷ	eār'rôts	eūr'rants	eū'eum bers
bēaŷ	eăb'bage	mūs'tărd	to mătōeŷ
beets	părs'nips	rhu'bărb	răd'ish eŷ
leeks	ôn'ions(yŭnz)	egg'plănt	ăs pār'ă gŭs

Lesson 127.

Various sounds of vowels under the accent.

ăr'tī ele	ěd'ī fīçe	eov'er ing
păr'tī ele	ğen'er oūs	eom'pa nŷ
heärt'ī ly	ğen'tle man	sôm'e'bôd y
ăr'ehi tēet	ěl'e ment	shov'el ful
aw'ful ly	rěad'ī ly	wôn'der ful
eâre'ful ly	stěad'ī ly	dis eov'er
ăft'er ward	spěç'i men	im pôr'tançe
măs'ter y	de těr mīne	mis fôr'tune

Lesson 128.

TRADES AND OCCUPATIONS.

mīn'ēr	eon dūet'ōr	glāss blōw'er
pūd'dler	brāke'man	glāss eūt'ter
nāīl'er	fīre'man	stōre'keep er
wēav'er	ēn gī neer'	bōōk'keep er
tēam'ster	mā chīn'ist	shōē'māk er

Lesson 129.

eāp'i tal	ēd'ū eāte	ōp'po šīte
prāe'ti eal	ēl'e vāte	prōs'per oūs
nāt'ū ral	ēm'pēr ōr	eōn'fi dent
eāb'i net	bēn'e fit	qual'i tỹ
pār'al lel	tēr'ri ble	quan'ti ty
pār'a sōl	tēn'der ly	lōt'ter y
pās'sen ġer	pēr'feet ly	mōd'es ty
hāp'pi ness	yēs'ter dāy	pōl'i cy

Lesson 130.

Ph with the sound of f.

phrāše	ġī'pher	prōph'et	ēl'e phant
sphēre	eām'phōr	nēph'ew	tēl'e grāph
phlōx	sūl'phūr	trī'umph	phō'tō grāph
sylph	pām'phlet	grāph'ie	phā'e tōn

Lesson 131.

DICTATION REVIEW. — The engineer met with an accident. He is a practical machinist. The architect drew his plan carefully. The conductor will telegraph his nephew. The emperor was received in triumph. He gave a graphic account of the tornado. Rhubarb, celery, and spinach grow in our garden.

Lesson 132.

Trisyllables accented on the last syllable.

ō ver hăng'	pěr se vĕrĕ'	Īn ter rūpt'
ō ver lōad'	Īn ter fĕrĕ'	rĕ eon strūet'
ĕn ter tāin'	rĕp re șĕnt'	Īn se eūrĕ'
as ęer tāin'	rĕe om mĕnd'	Īm ma tūrĕ'
Īm po lĭtĕ'	rĕe ol lĕet'	dĭs o blĭge'
ăd ver tĭșĕ'	dĭs a gree'	ŭn be liĕf'
sū per vĭșĕ'	pĭ o neer'	ŭn der stōod'
eo in ęide'	vōl un teer'	Īm pōr tūne'

Lesson 133.

FAMILIAR OBJECTS IN THE CITY.

streets	houș'eș	wăg'ônș	păvĕ'ment
stōrēș	hōrs'eș	bŭg'gieș	sĭde'wălk
shōps	drĭv'erș	eăr'riag'eș	eūrb'stōneș
sĭgnș	drăyș	awn'ingș	gŭt'terș
gōōdș	bōx'eș	stee'pleș	pĕo'ple

Lesson 134.

Monosyllables containing silent vowels.

văin	hĕat	glĕam	yiĕld	wōe
trăil	elĕave	blĕat	piĕçe	pōur
brăid	ęĕase	tĕarș	chiĕf	fōeș
săint	spĕak	strĕak	piĕrçe	eōast
trăin	rĕach	bĕast	niĕçe	rōast
răil	lĕave	erĕam	priĕst	flōat
snăil	shĕar	snĕak	griĕf	mōurn
drăin	plĕad	drĕam	briĕf	sōurçe

Lesson 135.

FAMILIAR OBJECTS IN THE COUNTRY.

rōads	fēnc'es	bārns	flow'er
fiēlds	hēdg'es	grāins	ôr'chārd
wōods	brīdg'es	vāl'le	stā'ble
ereeks	grāss'es	fōr'ests	eāt'tle
stōnes	bush'es	mēad'ōws	fārm'er

Lesson 136.

The Italian sound of ä accented.

pärt	pär'ty	chärg'ing	ä jär'
pälm	par'don	starv'ing	a far'
marsh	mar'ket	star'tle	ba zaar'
hark	far'ther	spar'kle	be half'
shark	dar'ling	har'ness	de part'
charm	har'bör	dark'ness	em bark'
smart	par'cel	smart'ness	dis arm'
harsh	fa'ther	far'thing	dis eard'
earve	par'lör	tar'nish	re tard'
guard	sear'let	par'tridge	dis charge'

Copy above and supply diacritical marks.

Lesson 137.

DICTATION REVIEW. — The merchant will advertise his goods. Will you ascertain the cost of the carriage? Do not interrupt me. The pioneers built their huts in the forest. Recollect that I disagree with you. The volunteer importuned the guard to let him pass. We saw a partridge in the bushes. The chief gave his niece a piece of scarlet cloth.

Lesson 138.

Short sound of *ă* accented.

wrăp	serăţch	măn'něr	săv'ăge
serap	thatch	ras'eal	dam'ăge
seant	chap'těr	ae'tive	ran'dòm
eanst	bat'ter	ash'eş	gam'ből
erash	ban'ter	ag'âte	span'gle
sealp	lad'der	ag'île	tan'gle
frane	ban'ish	as'pën	wran'gle
tra-et	eas'tle	pal'ăçe	chan'něl

Copy above and supply diacritical marks.

Lesson 139.

TOOLS USED BY FARMERS.

hōeş	plowş	hōrse'rake	scythe
rākes	hă'rōw	hăy'fōrk	erā'dle
flăiļş	rōll'er	hăy'knife	mōw'er
maļl	măt'tock	whět'stōne	rēap'er
wēdġe	eul'ti vā tōr	grīnd'stōne	thrăsh'er

Lesson 140.

Long sound of *ā* under the accent.

blāde	ā'eorn	chām'běr	bē hāve'
glade	has'ten	stran'ger	en gāge'
flake	ha'zel	rai'ment	ar rangē'
spray	maid'en	play'māte	for sake'
faith	na'tive	va'eant	ob tain'
break	fa'tal	fra'grant	re tain'
claim	man'ger	sa'ered	ab stain
sprain	serap'er	fa'mouš	pro elaim'

Lesson 141.

Short sound of *ě* under the accent.

erĕst	dĕath	vĕs'sel	rĕad'y
erĕpt	mĕant	elĕv'er	bĕl'frĭ
spĕck	drĕad	dĕſ'ert	ĉĕl'lār
fĕtch	dĕalt	ĕf'fōrt	ĕs'senĉe
flĕck	thrĕat	fĕl'lōw	ĕr'rand
lĕngth	sprĕad	yĕl'lōw	lĕdg'er
dwĕll	hĕalth	whĕth'er	prĕſ'enĉe
knĕll	stĕalth	fĕath'er	shĕp'hĕrd
dĕpth	brĕath	wĕap'on	dĕaf'ness
wrĕtch	brĕadth	jĕal'ous	brĕak'fast

Lesson 142.

ARTICLES IN A DRY-GOODS STORE.

hōſe	chĭntz	vĕl'vet	blān'kĕts
jeānſ	mūſ'lin	eām'bric	flān'nĕl
lāwnſ	lĭn'ĕn	bro-eāde'	veĭling
plāid	tĭck'ing	de lāine'	mĕ rĭ'no
prĭnts	tow'elſ	eāsh'mĕre	al pāe'a
thrĕad	lā'ĉeſ	gĭng'ham	eāſ'sĭ mĕre

Lesson 143.

DICTATION REVIEW. — A random shot may do great damage. The lambs gambol in the meadows. The stranger met with a fatal accident on the railroad. A rascal stole a scythe from the farmer. What is the breadth of the vessel? Flannel is made of wool. The maiden bought some thread and lace. We had a steak for breakfast.

Lesson 144.

ARTICLES IN A HARDWARE STORE.

ăx'ez	wrēnch	hă'tch'et	bŭck'ets
sawz	seălez	măl'let	ru'l'erz
filez	serewz	hă'm'mer	kět'tlez
tongz	slēdže	au'ger	steel'yards
plănez	knōbz	gīm'let	sciș'șōrz
spōonz	gouge	trow'el	pīnch'ērș

Lesson 145.

Broad a, and â as in air.

wart	fault	quar'ter	prayer
haul	sauce	naugh'ty	fâir'y
talk	fraud	haugh'ty	dâr'ing
stalk	warmth	daugh'ter	spâr'ing
dwarf	warned	slaugh'ter	weâr'ing
dawn	al'so	pau'per	squâre'ly
straw	al'mōst	sau'cy	seârce'ly
drawn	al'wăyz	awk'wărd	pâr'ent
sprawl	au'tumn	law'sūt	fâre wêll'

Lesson 146.

ARTICLES IN A DRUG STORE.

oilș	wīnez	văr'nish	whīt'e wash
păints	spōng'ez	līq'uōrș	eăl'ci mine
sōaps	poi'sonș	mô'r'phīne	elōthes'brŭsh
eōmbș	vī'alș	mēd'i çīne	hâir'brŭsh
dyez	bôt'tlez	per fŭm'er y	tōōth'brŭsh
sălve	tīn'e'tŭrez	eoș mēt'ies	eȳe'wă ter

Lesson 147.

squēak	bēa'eon	eà reer'	mērgē
spēar	wēak'en	a sleep'	gērm
strēam	ēa'sel	a greed'	spērm
hēave	trēa'son	de eree'	sērgē
çēase	sēa'man	re pēnt'	ēarth'ly
erēase	dēa'eon	re flēet'	ēar'nest
drēamş	trēa'ty	de tēet'	lēarn'ing
chēap	chēat'ing	in spēt'	sērv'ants
greet	free'dom	ex pēnsē'	pēr'sonş
breeze	free'man	in stēad'	pēr'fūme
kneel	ēi'ther	out sprēad'	re şērvē'

Lesson 148.

ARTICLES IN A GROCERY.

flour	spī'çes	bā'eon	çīn'nà mōn
mēal	gīn'ger	oys'ters	mo lās'ses
fruits	pēp'per	būt'ter	vīn'e gār
elōves	eān'dles	pīe'kleş	chōē'olate
tēas	rāi'sins	sīr'up	vēg'e tā bleş
stārch	blū'ing	eātch'up	hōm'iny

Lesson 149.

DICTATION`REVIEW.—The carpenter uses a chisel and an auger. The mason uses a trowel and a hammer. The deacon's daughter lost her scissors. There is poison in the vial and perfumery in the bottle. To succeed, one must be in earnest. The pauper is kept at the expense of the city. The seaman bought molasses and raisins. You have cause to reflect.

Lesson 150.

stīng	rīd'dle	erīt'ie	strīng'ŷ
mists	jīn'gle	bit'ters	guilt'y
pinch	wrīn'kle	thith'er	liq'uid (wīd)
stitch	trīn'ket	in'fant	shim'mer
elīnch	buīld'er	dis'tance	skim'mer
elīff	pīl'lār	in'stant	skill'ful
thrill	flīm'sy	splīn'ter	will'ful
shrill	mīm'ie	kitch'ēn	sie'kle
limbŷ	erīm'son	blis'ter	gīg'gle
midst	çis'tern	fil'bert	wrig'gle
wīnks	çīn'der	vīl'lage	fiē'kle

Copy above, marking vowels in accented syllables.

Lesson 151.

NAMES OF FLOWERS.

pīnks	erō'eus	vī'o lēt	ā nēm'o ne
dāi'sŷ	eow'slip	snōw'drōp	hōn'ey sūe kle
pān'sy	ās'ter	prīm'rōŷe	dān'de lī ōn
pōp'py	blūe'bēll	dāf'fo dīl	mōrn'ing-glō ry
tū'lip	wōod'bīne	būt'ter eūp	sūn'flow er

Lesson 152.

Long ī, and ī before r in accented syllable.

sīgh	çī'der	in elīne'	firm'ly
nīgh	fī'ber	re ŷīde'	thīrst'y
rīnd	trī'al	re tīre'	skīr'mish
spīed	rī'val	eom bīne'	skīrt'ing
guīde	elī'ent	pro vīde'	gīrl'ish
smīte	erī'er	de fīle'	sīr'lōin

Lesson 153.

blōat	flōck	eōr'al	bōth'er
ghōst	erōck	yōn'der	ōf'fice
swōrd	stōck	sōl'ēm	nōd'ding
hōarse	blōck	blōs'som	ōb'jeet
knōwn	sōlve	prōb'lem	hōn'ōr
flōwn	dōd'ge	prōs'per	eōb'bler
rōgue	lōd'ge	eōn'vent	eōt'tāge
pōured	blōtch	eōn'stant	bōnd'āge
eōach	blōnd	eōn'duet	nōn'sense
lōathe	grōwth	eōn'vert	ōn'wārd

Lesson 154.

ARTICLES OF FURNITURE.

chāirs	bēd'stēad	quilts	mīr'rōr
stōōl	bōōk'eāse	pīl'ōw	brāck'et
lounge	wārd'rōbe	bōl'ster	fēnd'er
set tee'	wāsh'stānd	māt'tress	eūr'tain
eār'pets	bū'reau (rō)	eush'ion	ōt'to mān

Lesson 155.

DICTATION REVIEW. — The daisy and the poppy close at night. An aster has the shape of a star. The crocus and the cowslip bloom early in the spring. The buttercup and the dandelion grow in the fields. Water is a liquid. The guide had traveled a long distance. This witness proved that my client was not guilty. The farmer is skillful in the use of a sickle. Did you solve the problem? The cobbler lives in a cottage in the village. The cushion is on the lounge. There is a mirror on the bureau.

Lesson 156.

Sound of short **ü** in accented syllable.

elŭng	eŭd'dle	mŭt'ter	dôth
pŭnch	mŭd'dle	sŭl'try	blôod
strŭck	doŭ'ble	elŭm'sy	flôod
shrŭbŷ	hŭs'tle	shŭt'ter	dôz'en
trŭsts	hŭn'gry	stŭt'ter	môn'key
dŭmb	hŭŷ'band	sŭb'stance	eôv'ert
erŭmb	eŭn'ning	jŭdg'ment	nôth'ing
toŭch	eoŭŷ'in	seŭlp'tôr	wôn'der
bŭdge	eoŭr'äge	dŭmp'ling	smôth'er

Lesson 157.

NAMES OF MEASURES.

ŭch	chāin	gŭll	gāl'lôn
fôot	ā'ere	pŭnt	bŭsh'ël
yārd	sē'e'tion	quārt	hōgŷ'hēad
pērch	lēague	pēck	sē'e'ônd
mīle	fāth'ôm	ouŭnce	mŭn'ute (it)

Lesson 158.

Long sound of **ū**, and sound of **u** before **r**.

pew(pū)	dŭl'y	stŭ'dent	sŭr'fāçe
few	sŭ'et	stŭ'pôr	pŭr'pôse
mew	mŭ'sie	ŭse'less	pŭr'chase
newŷ	flŭ'id	plŭm'äge	mŭr'der
elew	flŭ'ent	jŭi'çy	bŭrn'ing
view	stŭ'pid	pro dŭç'e'	chŭrl'ish
stew	neŭ'ter	sub dŭe'	chŭrch'yārd
knew	beaŭ'ty	re bŭke'	nŭrs'er y

Lesson 159.

This lesson, and several others, contain pairs of words alike in pronunciation, but differing in spelling and meaning; these words, called *hōm'o phōnes*, should receive special attention.

{ āte, <i>did eat</i> .	{ mādē, <i>finished</i> .
{ ēight, <i>a number</i> .	{ māid, <i>a girl</i> .
{ bāse, <i>low; mean</i> .	{ prāy, <i>to beseech</i> .
{ bāss, <i>a part in music</i> .	{ prey, <i>plunder</i> .
{ grāte, <i>a fireplace</i> .	{ sāle, <i>a selling</i> .
{ greāt, <i>large; grand</i> .	{ sāl, <i>of a ship</i> .
{ hāle, <i>strong; healthy</i> .	{ tāle, <i>a story</i> .
{ hāil, <i>frozen rain</i> .	{ tāil, <i>of an animal</i> .

Require pupils to use these homophones in sentences.

Lesson 160.

Sound of **oo** = **o** = **u**.

trōop	grōom	tour'ist	truth
drōop	spōol	out dō'	strew
stōop	glōom	un eōuth'	bruised
prōof	brōom	im prōve'	tru'ant
rōost	seōop	be hōōve'	ru'mōr
lōose	swōon	sā lōon'	rudely
bōom	brōod	un lōose'	ru'ins

Lesson 161.

DICTATION REVIEW. — The sculptor carved a statue. In my judgment, nothing can be done. We should learn to govern ourselves. The day was warm and sultry. Be kind to the dumb beasts. The monkey is a cunning animal. Six hundred forty acres make a section. Three miles make a league. Six feet make a fathom.

Lesson 162.

Sound of the diphthong **ow = ou** ; **oi = oy**.

howl	doubt	show'er	boil'er
prowl	ground	eow'ard	joint'ed
drown	stout	pow'der	mois'ten
gown	sprout	down'east	loi'ter
erowd	bough	eoun'ter	voy'age
drowse	slough	foun'tain	loy'al

Lesson 163.

bēat, <i>to strike.</i>	pēage, <i>quiet ; rest.</i>
beet, <i>a vegetable.</i>	piēce, <i>a part ; a bit.</i>
deer, <i>an animal.</i>	reed, <i>a plant.</i>
dēar, <i>beloved.</i>	rēad, <i>to peruse.</i>
flee, <i>to run away.</i>	sēa, <i>the ocean</i>
flēa, <i>an insect.</i>	see, <i>to view.</i>
hēar, <i>to listen.</i>	seem, <i>to appear.</i>
hēre, <i>in this place.</i>	sēam, <i>a line in sewing.</i>
meet, <i>to come together.</i>	steel, <i>refined iron.</i>
mēat, <i>animal food.</i>	stēal, <i>to rob.</i>

Require pupils to use the words of this, and similar lessons, in original sentences.

Lesson 164.

Sound of short Italian **a** in last syllable.

ē'ra	gā'la	t dē'a	pī āz'zà
sō'dà	pū'mà	ē nīg'mà	ver bē'nà
sō'fà	ēx'trà	go rīl'la	fōr'mu là
lā'vā	pōl'kà	ve rān'dà	ehōl'er à
mī'eà	eōm'mà	à rō'mà	sīl'i eà
īrā'mà	mā'nī à	nēb'ù là	plēth'o rà

Lesson 165.

NAMES OF FISHES.

shăd	chŭb	mŭl'let	pŭck'er el
eel	sprăt	sŭck'er	măck'er el
pĭke	smĕlt	sălm'ôn	hĕr'ring
eărp	eăt'fish	mĭn'nôw	săr'dine
băss	sŭn'fish	stŭr'geôn	floun'der
pĕrch	swôrd'fish	hăd'dock	gŭdġ'eôn

Lesson 166.

Final **tion** pronounced like **shŭn**.

mō'tion	ad dĭ'tion	at tĕn'tion
nō'tion	am bĭ'tion	eol lĕe'tion
nā'tion	po ŝĭ'tion	eon vĕn'tion
ăe'tion	eon dĭ'tion	dĭ rĕe'tion
mĕn'tion	af flĭe'tion	dis erĕ'tion
stā'tion	de serĭp'tion	ex ċep'tion
pŏr'tion	pre dĭe'tion	lo eă'tion
ră'tion	re strĭe'tion	re lă'tion

Lesson 167.

DICTATION REVIEW. — A shower would moisten the dry ground. We had a drink at the fountain. There is no doubt about it. You have a fine view from the piazza. Who can solve the enigma? At one time, the Dutch had a great mania for dahlias. Can you give a description of the zebra? Have you ever seen a puma or a gorilla? Mention the names of all the fishes you have seen. Discretion is the better part of valor.

Lesson 168.

Cl and si with the sound of sh.

vĩ'cioũs	věr'siòn	ex eũr'siòn	sus pĩ'ciòn
grā'cioũs	mĩs'siòn	à věr'siòn	of fĩ'cioũs
prě'cioũs	pās'siòn	ex pān'siòn	suf fĩ'cient
spě'cioũs	sō'cial	im měr'siòn	dě fĩ'cient
lũs'cioũs	spě'cial	as pěr'siòn	pro fĩ'cient

Lesson 169.

NAMES OF MUSICAL INSTRUMENTS.

fife	eũr'net	bān'jo	me lō'de òn
drũm	bũ'gle	guĩ tār'	elā'rĩ nět
lũte	trũmp'ět	vĩ o lĩn'	ae eũr'dĩ òn
hārp	çym'balș	pĩ ān'ò	bāss'vĩ òl
lỹre	ôr'gan	bāg'pipe	kět'tle drũm

Lesson 170.

Pupils should use these words in original sentences.

ełime, <i>climate ; country.</i>	quĩre, <i>twenty-four sheets.</i>
ełimb, <i>to mount up.</i>	ełoir, <i>a band of singers.</i>
die, <i>to cease to live.</i>	rỹe, <i>a kind of grain.</i>
dỹe, <i>to color.</i>	wrỹ, <i>crooked ; distorted.</i>
ĩsle, <i>a small island.</i>	sĩze, <i>bulk ; bigness.</i>
aĩsle, <i>a passage.</i>	sĩghș, <i>grieves ; laments.</i>
lie, <i>a falsehood.</i>	słĩght, <i>to neglect.</i>
lỹe, <i>alkaline liquid.</i>	sleĩght, <i>an artful trick.</i>
mĩte, <i>a small object.</i>	stĩle, <i>steps over a fence.</i>
mĩght, <i>power ; ability.</i>	stỹle, <i>manner ; diction.</i>
nĩght, <i>darkness.</i>	tĩme, <i>a season ; period.</i>
knĩght, <i>title of honor.</i>	thỹme, <i>a garden plant.</i>

Lesson 171.

DAYS AND MONTHS AND THEIR ABBREVIATIONS.

Sūn'dāy,	Sun.	Mārch,	Mar.
Mōn'dāy,	Mon.	Ā'prīl,	Apr.
Tūes'dāy,	Tues.	Jū lŷ',	Jul.
Wēdneŝ'dāy,	Wed.	Āu'gust,	Aug.
Thūrs'dāy,	Thurs.	Sep tēm'ber,	Sept.
Frī'dāy,	Fri.	Oe tō'ber,	Oct.
Săt'ur dāy,	Sat.	No vēm'ber,	Nov.
Jăn'ŭ a ry,	Jan.	De çēm'ber,	Dec.
Fēb'rŭ a ry,	Feb.	Çhrīst'mas,	Xmas.

Lesson 172.

The sound of **a** in the unaccented syllables of this lesson is **ă** somewhat obscure.

vō'eal	mōr'al	băl'lad	běd'lam
lō'eal	mōr'tal	băl'last	măd'am
tō'tal	měd'al	těn'ant	seăn'dal
flō'ral	měn'tal	eăn'stant	dīŝ'mal
pōst'al	çěn'tral	dīs'tant	băr'rack

Lesson 173.

DICTATION REVIEW.—There will be excursions on Tuesday and Wednesday. He made a specious excuse. This boy has a strong aversion to study. Suspicion points to him as the guilty person. February is the shortest month. The floral display is very fine. The lady played the guitar and sang a ballad. This piano received the first medal. What will be the total cost? The barrack was cold and dismal.

Lesson 174.

Words in which the sound of **ô** in the unaccented syllable = **ũ**.

rĩ'ôt	tăl'ôn	dě'môn	věn'ôm
pĩ'lôt	drăg'ôn	eō'lôn	eũs'tôm
pĩv'ôt	flăg'ôn	erăy'ôn	răn'sôm
bĩg'ôt	fěl'ôn	sĩ'phôn	sũm'môn
hăv'ôe	měl'ôn	çĩt'rôn	sěr'môn
pĩs'tôl	pĩs'tôn	mă'trôn	bĩsh'ôp

Lesson 175.

TITLES AND THEIR ABBREVIATIONS.

Mĩs'ter,	Mr.	Pro fess'ôr,	Prof.
Mĩs'tress,	Mrs.	Dõe'tôr,	Dr.
Ĝěn'tle men,	Messrs.	Çăp'tăĩn,	Capt.
Es quĩr'e,	Esq.	Mă'jôr,	Maj.
Hôn'ôr a ble,	Hon.	Colo'nel (kũr'),	Col.
Rěv'er end,	Rev.	Ĝěn'er al,	Gen.

Lesson 176.

Use these homophones in appropriate sentences.

bĩn, <i>a place for grain, etc.</i>	lỹnx, <i>a wild animal.</i>
been, <i>participle of be.</i>	lĩnx, <i>of a chain.</i>
gĩlt, <i>gilding.</i>	lĩmb, <i>an arm or leg.</i>
guĩlt, <i>crime ; sin.</i>	lĩmn, <i>to paint or sketch.</i>
hĩm, <i>that man or boy.</i>	nĩt, <i>an insect's egg.</i>
hỹmn, <i>a sacred song.</i>	knĩt, <i>to form or join.</i>
ĩn, <i>within ; present.</i>	prĩm'mer, <i>more prim.</i>
ĩnn, <i>a public house.</i>	prĩm'er, <i>a child's book.</i>
kĩll, <i>to take away life.</i>	rĩng, <i>to sound.</i>
kỹln, <i>an oven or furnace.</i>	wrĩng, <i>to twist.</i>

Lesson 177.

Final **or**, representing a sound like that of **ör** in **ev'ör**.

är'dör	au'thör	sā'vör	vīg'it ör
ān'ehor	hör'ror	vīe'tor	ör'a tor
elān'gor	āe'tor	flā'vor	mön'i tor
är'bor	trāi'tor	jū'ror	ān'çes tor
rīg'or	här'bor	ēr'ror	im pös'tor

Lesson 178.

Final syllables in first three columns composed of consonant sounds united by voice glide.

ām'ple	kīn'dle	trīe'kle	rēb'ěl
eāe'kle	būe'kle	erūm'ple	nīck'el
dāz'zle	mūz'zle	trām'ple	mōd'ěl
fee'ble	pūz'zle	erūm'ble	nōv'el
fōn'dle	sīm'ple	spīn'dle	tūn'něl
sēt'tle	brīt'tle	shūf'fle	gōs'pěl
sām'ple	būn'gle	seūt'tle	tās'sel
dīm'ple	dān'gle	prāt'tle	sōr'rěl
rāt'tle	strūg'gle	eoū'ple	tīn'sěl

Lesson 179.

DICTATION REVIEW. — The bishop preached the sermon. The flagon of wine was broken. The talons of a hawk are long and sharp. The pilot carried a pistol. Citrons and lemons grow on small trees. The works of Dr. Holmes are full of humor. Prof. Longfellow was the author of many fine poems. Gen. Benedict Arnold proved a traitor. Capt. John Smith was an early explorer. The ship lost her anchor. Our ancestors fought with great ardor. Who was the victor?

Lesson 180.

WORDS OF SIMILAR MEANING.

bārd	pō'et	ex pērt'	dēx'ter oūs
bōōn	fā'vōr	ex āet'	ā'e'eu rate
bālm	oint'ment	ex trēme'	out'er mōst
blithe	mēr'ry	eūl'prit	erīm'i nal
briēf	eon çise'	de sign'	in tēn'tion
bāne	poi'son	dī vine'	hēav'en ly
chīde	re būke'	diş ēaşe'	māl'a dy
dēll	vāl'leŷ	fēr'tile	pro dū'e'tive

Lesson 181.

eōarse, <i>not fine.</i>	mōan, <i>to lament.</i>
eōurse, <i>a track; a way.</i>	mōwn, <i>cut down.</i>
grōan, <i>a moaning sound.</i>	mōte, <i>a particle of dust.</i>
grōwn, <i>increased.</i>	mōat, <i>a ditch.</i>
hōle, <i>a hollow place.</i>	rōad, <i>a way.</i>
whōle, <i>all; entire.</i>	rōde, <i>did ride.</i>
lōne, <i>solitary.</i>	sōre, <i>painful.</i>
lōan, <i>a thing lent.</i>	sōar, <i>to fly aloft.</i>

Lesson 182.

Sound of **ă** in last syllables almost like **ă**.

prēf'āçe	pōst'āçe	drāin'āçe	ōb'dù rāte
elī'mate	pās'sāçe	fō'li āçe	fōrt'ù nate
pī'rate	pāck'āçe	āv'er āçe	dēs'per ate
sēn'ate	rāv'āçe	mū'çī lāçe	ōb'sti nate
tēr'raçe	sau'sāçe	ad vān'tāçe	prōf'li gate
sōl'āçe	eoin'āçe	dis eoūr'āçe	tēm'per ate
sūr'façe	hōm'āçe	en eoūr'āçe	mōd'er ate

Lesson 183.

The sound of **e** before **nt**, in unaccented syllables, is obscure **ě**.

ěv'i dent	a bāte'ment	vī'o lent
ěm'i nent	ad jā'cent	lē'ni ent
ěx'cel lent	eom plā'cent	ôr'nā ment
rěg'i ment	ex čite'ment	īm'mi nent
in'çi dent	a pārt'ment	nū'tri ment
in'stru ment	ap pā'r'ent	pěr'mā nent
mōn'ū ment	trans pā'r'ent	ad hēr'ent
měr'ri ment	per sīst'ent	re šent'ment

Lesson 184.

blūe, <i>a color.</i>	dūn, <i>a dark color.</i>
blew, <i>did blow.</i>	dōne, <i>finished. [religion.</i>
dūe, <i>owing.</i>	nūn, <i>a woman devoted to</i>
dew, <i>moisture.</i>	nōne, <i>not any.</i>
flūe, <i>passage for smoke.</i>	rūng, <i>did ring.</i>
flew, <i>did fly.</i>	wrūng, <i>twisted.</i>
new (nū), <i>fresh.</i>	skūll, <i>part of the head.</i>
knew, <i>did know.</i>	seūll, <i>a small boat.</i>

Lesson 185.

DICTATION REVIEW. — The pirates made a desperate fight. The profligate was both vicious and obstinate. He became an obdurate rascal. A warm climate produces a rich foliage. Glass is transparent. He was persistent in his demands. This incident caused great merriment. The flood produced great excitement both in town and in the adjacent country. The mistake is evident. The judge gave a mild and lenient charge to the jury.

Lesson 186.

The sound of **a** before **nt**, in unaccented syllables, is obscure **ă**.

pěaș'ant	ră'di'ant	a būn'dant
war'rant	ăr'ro'gant	at tēnd'ant
in'stant	ăp'pli'eant	dis eôrd'ant
vă'grant	stîm'û'lant	in dîg'nant
stăg'nant	ěl'e'gant	tri'ûm'phant
rem'nant	ëm'i'grant	liet' tēn'ant

Lesson 187.

ADJECTIVES OF SIMILAR MEANING.

săd	păin'ful	griev'oûs	lăv'ish	pro fûse'
stîll	se rēne'	quî'et	ru'ral	rûs'tie
făr	re mōte'	fōr'eign	ēld'est	ōld'est
wîse	pru'dent	dis ereet'	lē'gal	law'ful
fît	prōp'er	dē'cent	gōr'y	blōod'y
true	hôn'est	sin cēre'	dîs'mal	glōom'y
whōle	en tîre'	tō'tal	stûr'dy	hăr'dy
dûll	tôr'pid	be nûmbed'	wan'ton	spōrt'ive

Lesson 188.

COMMERCIAL TERMS AND ABBREVIATIONS.

Děbt'ôr,	Dr.	Re cēived',	Recd.
Crēd'it ôr,	Cr.	Păy'ment,	Payt.
Ae eount',	Acct.	Měr'chan dîse,	Mdse.
Băl'ançe,	Bal.	Dît'tô (the same),	Do.
A mount',	Amt.	În'ter est,	Int.
Côm'pa ny,	Co.	Dîs'eount,	Disct.

C.O.D., Cash (or Col lēt') on De liv'er y.

Pěr cēt., By the hûn'dred.

Lesson 189.

<i>âir, the atmosphere.</i>	<i>pâre, to cut off.</i>
<i>êre, before.</i>	<i>pâir, two of a kind.</i>
<i>hêir, one who inherits.</i>	<i>peâr, a fruit.</i>
<i>bâre, naked ; mere.</i>	<i>stâre, to look earnestly.</i>
<i>beâr, an animal.</i>	<i>stâir, a step.</i>
<i>fâre, price of passage.</i>	<i>thêir, belonging to them.</i>
<i>fâir, pure ; clear.</i>	<i>thêre, in that place.</i>
<i>hâre, an animal.</i>	<i>wâre, goods ; merchandise.</i>
<i>hâir, of the head.</i>	<i>weâr, to waste by use.</i>

Lesson 190.

Spell the adjectives from which these adverbs are derived.

<i>brisk'ly</i>	<i>răp'id ly</i>	<i>nîce'ly</i>	<i>pre çise'ly</i>
<i>sôre'ly</i>	<i>griev'ous ly</i>	<i>smôoth'ly</i>	<i>se rêne'ly</i>
<i>striet'ly</i>	<i>ex'ăet'ly</i>	<i>hūm'bl'y</i>	<i>môd'est ly</i>
<i>eălm'ly</i>	<i>quîet ly</i>	<i>rîght'ly</i>	<i>eor rĕet'ly</i>
<i>văst'ly</i>	<i>im mĕnse'ly</i>	<i>whôl'ly</i>	<i>en tîre'ly</i>
<i>lăst'ly</i>	<i>fî'nally</i>	<i>mĕan'ly</i>	<i>ig nō'bly</i>
<i>hōarse'ly</i>	<i>hūs'kily</i>	<i>quĭck'ly</i>	<i>speed'ily</i>
<i>wărm'ly</i>	<i>fĕr'vent ly</i>	<i>săd'ly</i>	<i>mōurn'ful ly</i>
<i>prōmpt'ly</i>	<i>rĕad'ily</i>	<i>jŭst'ly</i>	<i>wor'thily</i>

Lesson 191.

DICTATION REVIEW.—Stagnant water is unfit for use. The officer had a warrant for the vagrant. The remnant of flannel was sold cheap. The emigrant seeks a home in the West. The lieutenant was triumphant. The verdict was proper and lawful. The action of a foreign king was grievous to our ancestors.

Lesson 192.

Note and utter the sounds of **a** in accented syllables.

jack'et	ān'gēl	är'mŷ	stäg'gēr
län'cet	wā'fer	ärt'ist	shät'ter
pän'ie	wāil'ing	vär'nish	plät'ter
plän'et	pāl'ingŷ	här'vest	län'tern
hăp'pen	stäte'ment	eär'bōn	päs'sive
găr'et	al'ter	găr'inent	lăt'tice
dăm'sel	eal'drōn	măs'ter	ăb'sençe
stănd'ărd	eau'tion	glănç'ing	chăl'lenge

Lesson 193.

VERBS OF SIMILAR MEANING.

grōw	en lărgē'	in erēase'	re ply'	re spōnd'
feed	noŭr'ish	nŭr'tŭre	hŭ'mōr	in dŭlgē'
chēck	hĭn'der	pre vēnt'	pro çeed'	ad vānçe'
bound	lĭm'it	re strĭet'	sur pāss'	ex çeed'
mŭse	stŭd'y	pŏn'der	re vōke'	re eall'
doubt	sus pēet'	mis trŭst'	re stōre'	re plāçe'
warn	in fōrm'	ap prĭse'	or dāin'	ap point'
thĭnk	sup pōse'	pre ŷŭme'	as sērt'	māin tāin'

Lesson 194.

ăddŷ, *joins to.*

ădz, *a carpenter's tool.*

băd, *not good.*

băde, *commanded.*

eăn'ōn, *a law ; a rule.*

eăn'nōn, *a great gun.*

eăn'vas, *a coarse cloth.*

eăn'vass, *to solicit votes.*

măn'tle, *a cloak.* [*place.*

măn'tel, *shelf over a fire-*

păl'lēt, *a small bed.*

păl'âte, *roof of the mouth.*

Pupils should use each of these words in a sentence.

Lesson 195.

Various sounds of e under the accent.

tēm'per	re trēat'	ēm'bers	ēr'ring
tēm'pest	eon çēal'	běl'lōw	vēr'diet .
tēmp'ted	ex ěmpt'	lēath'er	yēarn'ing
frēsh'et	in vēst'	prēs'ençe	ēarth'wārd
fēt'ter	e lēet'	nēi'ther	sū pērb'
scēp'ter	ex çess'	lēi'stūre	in fēr'
wēl'eome	dis trēss'	lē'e'tūre	ob sērve'
rēp'tile	de scēnt'	trēas'tūre	dis pērsē'

Lesson 196.

COMMON ABBREVIATIONS.

Fōrē'nōon,	A.M.	Coun'ty	Co.
Āft'er nōon,	P.M.	Ān'swer,	Ans.
lāst mōnth,	ult.	Pōst'seript,	P.S.
this mōnth,	inst.	Mān'ū seript,	MS.
nēxt mōnth,	prox.	Vōl'ūme,	Vol.
Rāil'rōad,	R.R.	Nūm'ber,	No.
Pōst Ōffīçe,	P.O.	Moun'taīn,	Mt.
Tāke nō'tīçe,	N.B.	Ex ām'ple,	Ex.

Lesson 197.

DICTATION REVIEW.

DEAR TEACHER: You requested us this A.M., to write you some sentences containing abbreviations. I will drop this MS. into the P.O., on the 27th inst., and hope you will have received it by the 1st prox. Smith & Co. do a large business and send Mdse. to all parts of the country. In our town, we have Dr. Lee, Prof. Jones, and Capt. Mack. I come into the city every day on the R.R.

P.S. I think this is a good exercise.

Lesson 198.

NOUNS OF SIMILAR MEANING.

thēme	sūb'jeet	trīck	strāt'a gem
news (nūz)	tī'dings	trūst	eōn'fi dençe
guīse	mān'ner	lēave	per mīs'siōn
view	prōs'peet	sīght	spē'e'ta ele
sīre	fā'ther	out'set	be g'īn'ning
sōrt	spē'ciēs (shēz)	es tātē'	prōp'er ty
fōrm	fāsh'ion	spē'ciōūs	plau'şī ble
frīght	dis māy'	plau'dits	ap plauşe'

Lesson 199.

all, <i>the whole.</i>	eawş, <i>cries of a crow.</i>
awl, <i>a pointed tool.</i>	eauşe, <i>a reason.</i>
aught, <i>anything.</i>	hāl, <i>a large room.</i>
ought, <i>should.</i>	hāul, <i>to pull.</i>
ball, <i>a round body.</i>	pawş, <i>plural of paw.</i>
bawl, <i>to cry out.</i>	pauşe, <i>a stop.</i>
elawş, <i>talons.</i>	quarts, <i>plural of quart.</i>
elauşe, <i>part of a sentence.</i>	quartz, <i>a mineral.</i>

Lesson 200.

ADJECTIVES OF SIMILAR MEANING (SYNONYMS).

frānk	eān'did	hūge	gt gān'tie
dārک	glōōm'y	bōld	he rō'ie
lāte	rē'cent	elēar	mān'ī fest
lōne	sīn'gle	bāl'e'ful	sōr'rōw ful
fīrm	stēad'fāst	hārm'less	īn'no cent
ex āet'	pre çise'	mōurn'ful	plāin'tive
wīst'ful	wīsh'ful	eom plēte'	thōr'ough

Lesson 201.

Note the sounds of *i* in accented syllables.

dĭn	rĭng'let	sĭ'lence	fĭ'ēr ŷ
flĭt	twĭt'ter	sci'ence	rĭck'et y
skĭff	quĭt'ted	slĭm'y	lĭb'er ty
prĭnt	prĭn'cess	mĭd'nĭght	ĭn'fan cy
frĭnge	glĭs'tened	af frĭght'	sĭg'nĭ fĭy
chĭme	ĭn'stĭnet	be stĭr'	erĭm'ĭ nal
strĭde	mĭs'chĭef	çĭr'ewit	ĭn'ter view
mĭrth	wĭtch'eraĭft	whĭrl'pōl	lĭ'brā rŷ

Lesson 202.

bĕll, <i>for ringing.</i>	lĕd, <i>guided.</i>
bĕlle, <i>a gay young lady.</i>	lĕad, <i>a soft metal.</i>
bĕr'ry, <i>a small fruit.</i>	lĕss'en, <i>to make less.</i>
bur'y, <i>to inter.</i>	lĕs'son, <i>a task.</i>
brĕd, <i>brought up.</i>	rĕst, <i>repose ; ease.</i>
brĕad, <i>a kind of food.</i>	wrĕst, <i>to take by force.</i>
guĕst, <i>a visitor.</i>	sĕll, <i>to vend ; dispose of.</i>
guĕssed(t), <i>did guess.</i>	çĕll, <i>a small room.</i>

Lesson 203.

DICTATION REVIEW. — We had a view from the veranda. Patrick Henry possessed both talent and courage. By stratagem, he obtained permission to return. The jewels of the princess glistened in the rays of the sun. We had an interview with the criminal. I accept your proposal. The days of witchcraft are gone. The circuit of the earth around the sun is made yearly. She is the belle of the city.

Lesson 204.

Note the sounds of **o** in accented syllables.

dōze	tōē'sin	ō'val	e mō'tion
gōre	tōr'rent	en rōll'	de vō'tion
grōss	hōl'lōw	un knōwn'	ex pō'sūre
prōse	prōc'ess	ôr'phan	pro pōr'tion
brōnzed	prōg'ress	môr'sel	pōp'ûlār
rōamed	nōs'tril	stōrm'y	pōs'i'tive
strōlled	fōr'age	fōr lôrn'	prōv'i'dence
seōffed(t)	hōs'tage	re mōrse'	eōl'ōny

Lesson 205.

SYNONYMOUS VERBS.

hāng	sus pēnd'	tōr'tūre	tōr mēnt'
vērgē	ap prōach'	be mōan'	la mēnt'
strīp	de spoil'	eon vīnce'	per suāde'
draw	de rīve'	de elīne'	re fūse'
ūrgē	im pēl'	gōs'sip	tāt'tle
elōthe	in vēst'	mēn'āce	thrēat'en
sēize	grāp'ple	pūr sūe'	fōl'lōw
drīve	pro pēl'	wōr'ry	trōū'ble

Lesson 206.

āle, *a kind of liquor.*
 āil, *to be sick.*
 fāint, *weak ; languid.*
 feint, *a false show.*
 fāin, *gladly.*
 fāne, *a temple.*
 'ēign, *to pretend.*

grāt'er, *a scraper.*
 grēāt'er, *larger.*
 gāte, *an entrance.*
 gāit, *manner of walking.*
 rāin, *water from clouds.*
 reīn, *part of a bridle.*
 reīgn, *to rule.*

Lesson 207.

SYNONYMOUS NOUNS.

drēss	ap pār'el	măx'im	pröv'erb
slōth	lā'zi ness	prō'jeet	de sign'
ēnd	tēr'mi nūs	do māin'	ēm'pire
pride	văn'i ty	tū'inult	ūp'rōar
fāme	re nown'	çhà grīn'	vex ā'tion
spite	māl'īçe	shōrt'ness	brēv'i ty
sīgn	sīg'nal	grăn'deūr	măj'es ty
tȳpe	sȳm'bōl	rūb'bish	trūmp'er y

Lesson 208.

Note the sounds of **u** in accented syllables.

bŭlk	dŭe'at	ex elŭde'	ŭnī vērse
shŭn	rŭd'dy	re fŭtē'	pŭ'ri ty
gŭsh	elŭs'ter	as sŭme'	fŭr'ni tŭre
grŭnt	sŭm'mer	en sŭed'	ad jŭst'ed
plŭnge	spŭt'ter	fŭ'tŭre	il lŭs'trāte
tŭrf	tŭg'ging	un fŭrl'	re lue'tançe
sŭrf	fŭr'rōw	ŭr'gent	en eŭm'brançe
fŭrze	ŭp'wārd	sŭr'geon	ĭn tro dŭçe'

Lesson 209.

lāne, *a narrow road.*
 lāin, *participle of lie.*
 mālē, *name of a sex.*
 mālī, *a letter bag; armor.*
 rāze, *to destroy.*
 rāiše, *to lift.*
 rāyș, *of the sun.*

māne, *of a horse.*
 mājn, *chief; principal.*
 stāke, *a post.*
 steāk, *a slice of meat.*
 vājn, *fruitless.*
 veīn, *a blood vessel.*
 vāne, *on a steep*

Lesson 210.

hûrt	ÿn'jûred	trÿ	en dēav'ōr
piērce	trans fîx'	meet	en eoun'ter
shîeld	pro tēet'	joined	eon nēet'ed
hînt	sug gēst'	de bātē'	dis pūtē'
thrive	floûr'ish	per fōrm'	ēx'e eûte
prove	vēr'ifÿ	quîv'er	trēm'ble
free	lib'er āte	pā rādē'	dis plāy'
plēase	grāt'ifÿ	be tidē'	hăp'pen

Lesson 211.

beech, <i>a tree.</i>	peel, <i>a rind or skin.</i>
bēach, <i>the seashore.</i>	pēal, <i>a loud sound.</i>
erēak, <i>to make a noise.</i>	peer, <i>an equal.</i>
creek, <i>a small stream.</i>	piēr, <i>of a bridge.</i>
feet, <i>plural of foot.</i>	seed, <i>a germ.</i>
fēat, <i>an exploit.</i>	gēde, <i>to give up.</i> [out.]
heel, <i>a part of the foot.</i>	lēak, <i>to let water in or</i>
hēal, <i>to cure.</i>	leek, <i>a sort of onion.</i>

Lesson 212.

DICTATION REVIEW.—The large *beech* threw its shade along the *beach*. On the banks of the *creek*, he heard a *creaking* noise. He performed a wonderful *feat* with his *feet*. His *heel* was bruised, but the ointment *healed* it. The Egyptians worshiped *leeks*. The vessel sprang a *leak*. The orange has a fragrant *peel*. He was startled by the *peal* of bells. He was the *peer* of any in the school. The *pier* was solidly built.

TO TEACHERS.—Pupils should construct original sentences, similar to above, containing the words in Lessons 214, 217, etc.

Lesson 213.

SYNONYMOUS ADJECTIVES.

stěrn	se vēré'	ŭp'right	e rċet'
pūre	ġen'u ĩne	cheer'y	live'ly
fiērċe	fū'rĭ oŭs	blēss'ed	hăp'py
bāse	ĭn'fā moŭs	sûr'ly	erăb'bed
plŭmb	vēr'ti eal	pri'Ńr	fôr'mer
grănd	mă jēs'tie	hŃr'rid	frġht'ful
vāgue	un sēt'tled	brăwn'y	mŭs'eu lăr
rouġh (rŭf)	rŭġ'ged	yŃuth'ful	jŭ've nĭle

Lesson 214.

seen, <i>viewed ; beheld.</i>	sheer, <i>pure ; unmixed.</i>
sēine, <i>a fishing net.</i>	shēar, <i>to clip.</i>
scēne, <i>a sight ; a view.</i>	tēar, <i>water from the eyes.</i>
seer, <i>a prophet.</i>	tiēr, <i>a rank ; a row.</i>
sēar, <i>to burn ; to wither.</i>	week, <i>seven days.</i>
ċere, <i>to cover with wax.</i>	wēak, <i>feeble ; infirm.</i>
seeș, <i>views ; beholds.</i>	ween, <i>to think.</i>
sēize, <i>to lay hold of.</i>	wēan, <i>to withdraw from.</i>

Lesson 215.

The ending **-ness** means *state of being*.

ġŃd'ness	kĭnd'ness	ġlăd'ness	joy'oŭs ness
făir'ness	frănk'ness	hġgh'ness	lŃft'i ness
sġck'ness	ĭll'ness	mġld'ness	ġen'tle ness
rŭdē'ness	eŃarse'ness	săd'ness	ġlŃŃm'i ness
keen'ness	shărp'ness	still'ness	quġet ness
dŭll'ness	blŭnt'ness	sŃft'ness	tġn'der ness

Spell the adjectives from which these nouns are derived.

Lesson 216.

Ce, ci, si and ti, representing the sound of sh.

ō'cean	e mō'tiōn	eom mīs'siōn
ān'cient	e quā'tion	sus pī'cion
aue'tiōn	pro mō'tion	pre eāu'tion
mān'sion	am bī'tiōūs	dis tīne'tion
pēn'sion	for mǎ'tion	eon serīp'tion
pā'tience	mū šī'cian	poš šēs'sion
pār'tial	pro fēs'sion	plan tā'tion
in ŷ'tial	per mīs'sion	foun dā'tion

Lesson 217.

bȳ, <i>with ; near.</i>	hīde, <i>to conceal.</i>
buȳ, <i>to purchase.</i>	hīed, <i>went in haste.</i>
hīgh, <i>tall ; lofty.</i>	rīme, <i>hoarfrost.</i>
hīe, <i>to make haste.</i>	rhȳme, <i>verse.</i>
priēs, <i>inquires into.</i>	in dīte', <i>to compose.</i>
prīze, <i>a reward.</i>	in dīct', <i>to accuse.</i>
rīte, <i>a ceremony.</i>	sīte, <i>situation.</i>
wrīte, <i>to do writing.</i>	çīte, <i>to summon.</i>
rīght, <i>correct.</i>	sīght, <i>a view.</i>

Lesson 218.

DICTATION REVIEW.—The water of the ocean is salt. Wagner, the great musician, died in 1883. Patience is required in any profession. Suspicion pointed to the juvenile offender. The plantation was sold at auction. There is a marked distinction between *being* and *seeming*. It is an old saying that "possession is nine points of the law." The king raised an army by conscription. Rudeness should never be mistaken for bravery.

Lesson 219.

Last syllables pronounced **shŭn**.

a dŏp'tion	ere ā'tion	ŏp er ā'tion
e rĕe'tion	eon fĕs'sion	rĕe re ā'tion
as sĕr'tion	im prĕs'sion	ĕx al tā'tion
re flĕe'tion	per ĉĕp'tion	sĕp ā rā'tion
ob jĕe'tion	eom plĕ'tion	ĉir eu lā'tion
per fĕe'tion	de prĕs'sion	pĕr se eū'tion
pro tĕe'tion	trans ā'e'tion	ād mĭ rā'tion
op prĕs'sion	trans grĕs'sion	mĕd i tā'tion

Write the verbs from which these nouns are derived.

Lesson 220.

Note the meaning of the words in each line.

bĭd	ŏf'fer	prŏf'fer	pro pŏŝ'al
gĭft	tāl'ent	pow'er	fāe'ul ty
strāin	ĕff'fört	strüg'gle	ex ĕr'tion
plŭck	eoŭr'age	vāl'ŏr	brāv'er y
pŏmp	dis plāy'	splĕn'dŏr	shōw'i ness
seŏrn	dis dāin'	eon tĕmpt'	de rĭ'sion
hŏax	de ĉĕit'	hŭm'bŭg	de ĉĕp'tion
fŏrĉe	vĭg'ŏr	strĕngth	ĕn'er gy

Lesson 221.

bŏw, a weapon.	dŏe, a female deer.
beau, a gallant.	dŏugh, unbaked paste.
bŏrne, carried.	fŏrt, a fortress.
bŏurn, a bound; limit.	fŏrte, the strong point.
brŏach, to make public.	hŏrde, a tribe.
brŏoch, an ornament.	hŏard, to collect.
eŏre, the inner part.	nŏŝe, the organ of smell
eŏrps, a body of troops.	knŏwŝ, does know

Lesson 222.

SYNONYMOUS NOUNS.

dê f'ciên cŷ	want	dê f'cet'
as tŏn'ish ment	wŏn'der	sur pr'ize'
de l'iv'er ançe	rēs'eûe	re l'ease'
in l'q'ui tŷ (l'k'wI)	erime	w'ick'ed ness
tēs'ti mŏ ny	prŏof	ēv'i dence
ra p'ld'i ty	speed	ve lŏc'i ty
ex pē'ri ençe	trī'al	ex pēr'i ment
a bll'i ty	āpt'ness	ea pāc'i ty

Lesson 223.

ōre, <i>unrefined metal.</i>	brute, <i>a beast.</i>
ōar, <i>to row with.</i>	bruit, <i>to report.</i>
pōre, <i>a small opening.</i>	chŏōse, <i>to select. [teeth.</i>
pōur, <i>to flow ; to issue.</i>	chews, <i>grinds with the</i>
sōw, <i>to scatter seed.</i>	rōod, <i>fourth of an acre.</i>
sew, <i>with a needle.</i>	rude, <i>uncivil.</i>
sōle, <i>part of the foot.</i>	rōot, <i>of a plant.</i>
sōul, <i>the spirit.</i>	route, <i>a road ; a way.</i>

Lesson 224.

DICTATION REVIEW. — The assertion was made without reflection. Harvey discovered the circulation of the blood. The emigrants sought protection from oppression. The confession made a deep impression on the minds of the jury. Experience is a dear teacher. Recreation should follow labor. I have no objection to that conclusion. Have you any proposal to make in regard to this transaction? The velocity of sound is about one thousand fifty feet per second.

Lesson 225.

The ending **-ous** means *full of ; having.*

pěr'il ous	re līg'ioūs	in dūs'trī ous
rīg'ōr ous	ěn'vi ous	vie tō'ri ous
mār'vel ous	glō'ri ous	mys tē'ri ous
pīt'e ous	vīr'tū ous	me lō'di ous
vīg'ōr ous	out rāg'e'ous	rī dī'e'ū loūs
dū'te ous	elām'ōr ous	pre şūmp'tū ous
plēn'te ous	hū'mōr ous	sū per stī'tioūs

Write the nouns from which these adjectives are derived.

Lesson 226.

būr'rōw, <i>a rabbit hole.</i>	fūrş, <i>skins.</i>
bōr'ough, <i>a corporate town.</i>	fūrze, <i>a thorny shrub.</i>
sūm, <i>the whole.</i>	bow, <i>to bend.</i>
sōme, <i>a part ; a portion.</i>	bough, <i>a branch.</i>
sūn, <i>the source of light.</i>	browş, <i>plural of brow.</i>
sōn, <i>a male child.</i>	browşe, <i>to eat shrubs.</i>
hērd, <i>a drove ; a flock.</i>	foul, <i>not clean.</i>
hēard, <i>did hear.</i>	fowl, <i>a bird.</i>

Lesson 227

hu mīl'ī tŷ	mōd'es ty	dīf'fi dençe
sa gāç'i ty	shrewd'ness	pēn e trā'tion
ea lām'i ty	diş'ās'ter	mis fōr'tune
ae çēs'so ry	a bēt'tōr	ae eōm'plīçe
im pēd'i ment	ōb'sta ele	hīn'drançe
vī çīn'i ty	vīç'ī nāge	neigh'bōr hōōd
pēr se vēr'ançe	eōn'stan çy	per sīst'ençe
pom pōs'i ty	bōast'ful ness	ōs ten tā'tion

Pupils should use the above words in sentences.

Lesson 228.

In all, except the last three words of this lesson, *i* = *y* consonant; thus *union* is pronounced *ūn'yūn*.

ūn'ion	sēn'ior	eon vēn'ient
pīn'ion	jūn'ior	pe eūl'iār
bīl'ion	sāv'ior	eom pān'ion
trīl'ion	brīl'iant	do mīn'ion
çī vīl'ian	o pīn'ion	çe lēs'tial(chal)
gēn'ius	re hēl'ion	quēs'tion(chūn)
vāl'iant	eom mūn'ion	eōm būs'tion(chūn)

Lesson 229.

bāte, to lessen.	nāve, part of a church.
bāit, an allurement.	knāve, a rogue.
brāke, a thicket of shrubs.	pāne, a square of glass.
breāk, to part by force.	pāin, distress; suffering.
dāyş, plural of day.	plāne, a carpenter's tool.
dāze, to dazzle.	plāin, clear; even.
gāge, a pledge.	plāte, flat piece of metal.
gāuge, to measure.	plāit, to braid.

Lesson 230.

DICTATION REVIEW.—The ancients were superstitious. Every one should be industrious. We heard the melodious strains of a guitar. His conduct was both outrageous and ridiculous. The valiant general crushed the rebellion. Though the march was perilous, he led his victorious army across the mountains. The decay of fruit is an example of slow combustion. The senior member of the firm is absent. Some stars are billions of miles distant from the earth.

Lesson 231.

POLYSYLLABLES

re ǎl'í ty	in té'rǐ ōr	trǐb'ù tǎ ry
dǐ ǎm'e ter	so Ǔ'e ty	dǐf'í eul ty
te nǎǓ'í ty	ma té'ri al	ǎb'so lūte ly
ve rǎǓ'í ty	an nū'í ty	něǓ'es sa ry
hu mǎn'í ty	a gree'a blǔ	vī o lǐn'ist
me eǎn'ie al	im mē'di ǎte	pē rǐ ōd'ie
po ǔt'ie al	il lū'mi nǎte	sci en tǐf'ie
po lǐt'ie al	fu nē're al	pǎ tri ōt'ie

Lesson 232.

slāy, to kill.	jǎm, a conserve of fruit.
sleigh, a sledge.	jǎmb, sidepiece of a door.
wāste, to consume.	lǎps, licks as a dog.
wāist, part of the body.	lǎpse, to slip; to slide.
wāit, to stay; to remain.	rǎp, to hit; to strike.
weight, heaviness.	wrǎp, to fold.
wāve, a billow.	tǎcks, small nails.
wāive, to give up.	tǎx, a rate; a duty.

Lesson 233.

SYNONYMOUS ADJECTIVES.

o rǐǓ'í nal	prǐs'tǐne	prǐm'í tǐve
ap prō'prǐ ǎte	prōp'er	sūit'a ble
ǎ'mi a ble	lōve'ly	lōv'a ble
per pēt'ù al	ǔnd'less	un Ǔeas'ing
sǒl'í ta ry	lōne'ly	se elūd'ed
ex trǎv'a gant	wāste'ful	ex Ǔess'ive
eon tǐn'ù al	eōn'stant	eon tǐn'ù oūs
hǎ bǐt'ù al	eōm'mōn	eūs'tōm ǎ ry

Lesson 234.

POLYSYLLABLES.

ăn'ntũ ally	au thõr'i ty	t dẽn'tĩ fy
mõ'men tả ry	de cĩd'ed ly	eom mũ'ni eãte
ăd'mĩ rà blỹ	fru gǎl'i ty	çer tĩf'i eãte
ăe'eũ rãte ly	sim plĩç'i ty	eol lëet'ĩve ly
rẽş'õ lũte ly	per plëx'i ty	õ ri ẽn'tal
ăn'ĩ mã ted	pär tĩe'ũ lǎr	õe çi dẽn'tal
ăd'vo eã ted	eom pǎr'i sòn	çen tẽn'ni al
mĩş'er a ble	eom pǎr'a tĩve	mõn ù mẽn'tal

Lesson 235.

Words in which **s** has the sound of **sh**.

sure	in sũr'e'	çẽn'sũre	sẽn'sũ al
sũğ'ǎr	ǎs sũr'e'	fĩs'sũre	nǎu'sẽ ăte
sũr'e'ty	sũ'mae	prẽs'sũre	in sũr'ãnçe

Words in which **s** has the sound of **zh**.

plëaş'ũre	vĩş'ĩõn	ad hẽ'sĩõn
in elõ'sũre	ũ'sũ ry	de lũ'sĩõn
eom põ'sũre	dĩ vĩ'sĩõn	ex elũ'sĩõn
dis elõ'sũre	de çĩ'sĩõn	ex plõ'sĩõn
ũ'sũ al	in vǎ'sĩõn	eol lĩ'sĩõn

Lesson 236.

DICTATION REVIEW. — The diameter of the earth is nearly eight thousand miles. He possessed great mechanical skill. The Beaver River is a tributary of the Ohio. Oriental means "eastern," and occidental means "western." His mode of life was marked by simplicity and frugality. Who can give the comparative of "sweet"? It is necessary to have a certificate of good character.

Lesson 237.

In this and a few subsequent lessons, the diacritical marks have been omitted. Pupils should copy these lessons, supplying all marks necessary for the correct pronunciation of the words, and cancel all silent letters, thus, — fādʹ, rāʹd, glānʹs, brāʹl, neʹtʃ, flīʹt.

fade	hatch	ba'sin	com plaint'
flame	patch	tab'let	ex claim'
slave	marsh	fal'ter	trans late'
sway	spark	bare'ly	ag'o ny
raid	draft	per haps'	bar'ri er
slain	glance	cre ate'	as sem'ble
strain	shaft	af fair'	dra'per y
chase	brawl	ap pall'	har'mo ny

Lesson 238.

cane, <i>a staff.</i>	dam, <i>a beast's mother.</i>
Cain, <i>a man's name.</i>	damn, <i>to condemn.</i>
frays, <i>quarrels.</i>	lacks, <i>needs ; wants.</i>
phrase, <i>an expression.</i>	lax, <i>loose ; slack.</i>
nay, <i>no ; not.</i>	nag, <i>a little horse.</i>
neigh, <i>the voice of a horse.</i>	knag, <i>a knot in wood.</i>
prays, <i>entreats.</i>	hart, <i>an animal.</i>
praise, <i>to commend.</i>	heart, <i>the seat of life.</i>

Lesson 239.

Various sounds of i.

gift	a rise'	chil'ly	id'i ot
grind	a live'	tip'pet	in'ter val
tide	a bide'	tick'et	i'dle ness
flight	re vive'	lit'ter	en ti'tle
girth	a stride'	dip'per	ex cit'ed
squirm	a midst'	tin'der	in spir'ing

Lesson 240.

Various sounds of e.

zeal	debt	be seech'	des'ti ny
glee	bench	in deed'	cen'tu ry
fleet	trench	be tween'	del'i cate
• heap	cleft	be neath'	cred'it ed
beak	sect	ca ress'	cel'e brate
cleave	swell	as sent'	al read'y
grieve	ledge	at tempt'	en treat'y

Lesson 241.

beer, <i>malt liquor. [dead.</i>	peak, <i>the top of a hill.</i>
bier, <i>a carriage for the</i>	pique, <i>spite ; grudge.</i>
leaf, <i>a part of a plant.</i>	pleas, <i>plural of plea.</i>
lief, <i>willingly ; gladly.</i>	please, <i>to delight. [senses.</i>
lea, <i>a meadow.</i>	sweet, <i>pleasing to the</i>
lee, <i>opposite the wind.</i>	suite, <i>a train ; a set.</i>
mean, <i>base ; low.</i>	teem, <i>to bring forth.</i>
mien, <i>air ; manner.</i>	team, <i>of horses or oxen.</i>
need, <i>want ; necessity.</i>	the, <i>definite article.</i>
knead, <i>to work dough.</i>	thee, <i>a pronoun.</i>

Lesson 242.

DICTATION REVIEW.—Beer is a common beverage in many countries. The leaves vary greatly in form and size. The rascal's mien was base and mean. Do you need any help to knead the dough? How high is that peak? The guest ordered a suite of rooms. The earth seemed to teem with flowers and grain. Many teams are employed in the city. The Quakers use "thee" and "thou" in conversation instead of "you."

Lesson 243.

Various sounds of o.

code	a lone'	co'zy	glo'ri fy
prone	com pose'	most'ly	hor'ri fy
court	a cross'	mo'ment	gos'sa mer
oath	de volve'	top'ic	cor'o net
mope	in volve'	cor'ner	o'pen ness
droll	a dorn'	form'al	for got'ten
prong	ab sorb'	ac cord'	de pos'it

Lesson 244.

fore, <i>in front.</i>	rose, <i>a flower.</i>
four, <i>twice two.</i>	roes, <i>female deer.</i>
hoes, <i>plural of hoe.</i>	rows, <i>plural of row.</i>
hose, <i>stockings.</i>	told, <i>did tell.</i>
bored, <i>did bore.</i>	toled, <i>allured.</i>
board, <i>a table; a plank.</i>	toll'd, <i>did toll.</i>
gored, <i>pierced. [fruit.</i>	rote, <i>repetition.</i>
gourd, <i>a plant and its</i>	wrote, <i>did write.</i>
ode, <i>a kind of poem.</i>	throne, <i>a seat of state.</i>
owed, <i>did owe.</i>	thrown, <i>cast.</i>

Lesson 245.

Various sounds of u.

crush	rus'set	a buse'	ac cus'tom
plump	shud'der	un just'	pro duct'ive
churn	chub'by	con struct'	e rup'tion
lurch	suf'fer	cu'bit	suf'fer ing
curb	lus'ter	fur'nace	blus'ter ing
purge	jus'tice	tur'ban	luck'i ly

Lesson 246.

The words on this page will require care in spelling.

à new'	ap prōach'	āl'phā bet
be dew'	ae quāint'	āv'e nūeș
dēl'ūge	eon dēmn'	fā'vor lte
hēav'en	as sault'	hēr'o lșm
eoūn'try	ap plause'	ēx'qui șite
eōl'lege	as eribe'	ēl'o quence
fig'ūre	of fēnse'	eāt'a lōgue
ghāst'ly	āl thōugh'	āe knōwl'edge

Lesson 247.

bār'gain(gēn)	en wrāpped'(t)	ap prēn'tiçe
blūe'ness	in tērred'	de pār'tūre
glā'cier(shēr)	per çēived'	en dēav'ōr
mūr'raīn	dis mīssed'(t)	in dēbt'ed
lāunched(t)	buf fōon'	dis heārt'en
gnārled	frīēnd'ship	mŷr'i ad
fraught	prāe'tiçed(t)	sŷm'pa thŷ
huz zā'	frōn'tiēr	gōv'ern ment

Lesson 248.

once (wŭns)	lŭx'u ry (lŭk'shŭ rŷ)
bur'y (bēr'ŷ)	eom plēx'ion(-plēk'shun)
a gainst' (ā gēnst')	dis tīn'guish(-tīng'gwish)
e nough' (ē nŭf')	ex tīn'guish(-tīng'gwish)
gāl'lows (gāl'lŭs)	pēr'qui șite(-kwī zīt)
mŷr'tle	spīn'ach (spīn'āj)
worst'ed (wust'ed)	sōl'dier (sōl'jēr)
buoyed (bwoid)	lēt'tuçe (lēt'tis)

PART II.

WORD BUILDING AND WORD ANALYSIS.

Lesson 1.

The words in this lesson are not formed by uniting any words in the language, and are called Simple Words.

bēad	hū'man	dis eüss'	fām'ily
bráss	hēr'ald	es pouşe'	thē'o rý
bűzz	eöm'ment	re şūme'	eru'çi ble
erew	göb'let	de gree'	dýs'so lüte
thröb	gär'terş	es teem'	dýs'çi plýne
eouch	grýz'zly	dis pēnse'	trēach'er y
erüst	dýs'taff	dis tıllş'	chām'pı òn

Lesson 2.

The words in this lesson are formed by uniting two simple words, and are called Compound Words.

sün'set	söme'thing	lānd'lord	out'līne
sün'rīşe	söme'tīme	blīnd'föld	wāy'wörn
sün'bēam	söme'whēre	green'woöd	vīne'yārd
sün'shīne	bīrth'dāy	hānd'spīke	tömb'stöne
pāth'wāy	bīrth'plāçe	mōon'shīne	hānd'māid
chār'eōal	bīrth'rīght	mōon'bēam	house'wīfe

Lesson 3.

Form compound words by writing **-man** after the words in the first three columns, and **over-** before the words in the last two columns.

pýt	hōrse	jū'ry	see	lōad
pēn	spōrts	po liçe'	tāke	whēlm
bōat	stātes	eön'gress	flōw	wēight
hāng	wāch	elēr'gý	hēar	freight
work	chûrch	joûr'neý	hēad	chārgē

Lesson 4.

WORDS FORMERLY WRITTEN WITH THE HYPHEN.

dāy'breāk	hīll'sīde	wa'ter fall
fīre'prōof	dōor'wāy	lē't'er bōx
wa'tch'word	nīght kēy	pōst'al eārd
bee's'wāx	knee'pān	būm'ble bee
dye'wōod	house'īnāīd	thūn'der bōlt
gās mē'tēr	snōw'flāke	hōn'e'y eōmb
pēāce'māk er	sūn'strōke	pow'der flāsk
bōok'keep er	glāss'house	fowl'ing piēce

Lesson 5.

COMPOUND WORDS.

foōt'fall	out pōur'	who ēv'er
hēad'lōng	out weigh'	whē ēv'er
tūrn'kēy	south'wārd	mōre ō'ver
mēan'tīme	nōrth'wārd	house'keep ing
hōrse'shoē	dēath'like	ēv er lāst'ing
quīck'sānd	bīde'grōom	mās'ter piēce
nō'whēre	hāīl'stōne	news'pā per
ēlse'whēre	strāight'wāy	hānd'ker chīef

Lesson 6.

DICTATION EXERCISE. — Compound words are of two kinds, *separable* and *consolidated*.

A *separable* compound is one having the simple words which compose it joined by a hyphen.

A *consolidated* compound is one in which the simple words are joined without the hyphen.

The following words are written with the hyphen: to-day, to-morrow, by-law, good-by, well-known, bird's-eye, looking-glass, knee-deep, day-star, long-lived, warm-blooded, forget-me-not, whip-poor-will.

Lesson 7.

PRIMITIVE WORDS.

A Primitive Word is one which is not derived from any other word in the language ; as the following :

ěbb	găsh	ěn'těr	rĭv'ět
stāin	reek	sŭn'der	měr'it
trāil	snŭff	hăl'lōw	eōr rĕet'
hŭrl	părch	měl'lōw	eōr rūpt'
rĕar	quĕnch	prōs'per	eōn vĭet'
glĕan	erouch	slăn'der	af flĕt'
seour	pŭnch	mĕn'tion	rĕ gărd'

Lesson 8.

A Derivative Word is one which is formed from a primitive word by changing its form.

ěbbēd	găshed(t)	ěn'tēred	rĭv'et ed
stāinēd	reeked(t)	sŭn'derēd	měr'it ed
trāilēd	snŭffed(t)	hăl'lōwēd	eōr rĕet'ed
hŭrlēd	părchēd(t)	měl'lōwēd	eōr rūpt'ed
rĕarēd	quĕnched(t)	prōs'perēd	eōn vĭet'ed
glĕanēd	erouchēd(t)	slăn'derēd	af flĕt'ed
seourēd	pŭnched(t)	mĕn'tionēd	rĕ gărd'ed

What sound is represented by final -ed in the various columns ?
Form Derivatives by adding -ing to the words in Lesson 7.

Lesson 9.

TERMS USED IN GEOGRAPHY.

gĭlf	trōp'ies	ě quă'tōr	ō'ă sĭs
zōne	tōr'rid	pă'r'al lelŝ	eas eăde'
străit	fiĭg'id	lăt'ĭ tŭde	bound'ă rŷ
sound	ō'cean	lōn'gĭ tŭde	mĕ ĭd'ĭ anŝ
plăin	ĭs'land	eōn'tĭ nent	pen ĭn'să lâ
stĕppe	ĭsth'mus	plă teau' (tō)	prōm'ōn tō rŷ

Lesson 10.

A syllable placed after a word to form a new word is called a *Suffix*. In the following words, final *-er* is a suffix, and means *one who*.

hew'ēr	rĥȳm'ēr	im pōrt'ēr	fōl'lōw ēr
lēad'er	tūr'n'er	re pōrt'er	wan'der er
dēal'er	seek'er	sup pōrt'er	lā'bōr er
toil'er	pāv'er	of fēnd'er	sūf'fer er
ēall'er	spēak'er	pre tēnd'er	mâr'der er
work'er	spēll'er	dis tûrb'er	pûb'lish er
breāk'er	mōld'er	ma raud'er	lys'ten er
lāugh'er	ēärv'er	eom mând'er	in tēr'pret er

Pupils should copy these words and define them, thus, — *hewer* = one who hews; *leader* = one who leads.

Lesson 11.

RULE I. FOR SPELLING. — Words ending in silent *e*, drop the *e* when a suffix beginning with a vowel is added.

Verbs.	Past Participles.	Present Participles.	Nouns.
in vāde'	in vād'ed	in vād'ing	in vād'er
ex plōre'	ex plōred'	ex plōr'ing	ex plōr'er
ob sĕrve'	ob sĕrved'	ob sĕrv'ing	ob sĕrv'er
eon sūme'	eon sūmed'	eon sūm'ing	eon sūm'er
pro dūce'	pro dūced'(t)	pro dūc'ing	pro dū'cer
be liēve'	be liēved'	be liēv'ing	be liēv'er
en grāve'	en grāved'	en grāv'ing	en grāv'er
eon sōle'	eon sōled'	eon sōl'ing	eon sōl'er

Lesson 12.

The common exceptions to Rule I. are found in this lesson.

trāçe'a ble	out rā'geoūs	dȳe'ing
pēāçe'a ble	eoūr ā'geoūs	tīnge'ing
chānge'a ble	ād van tā'geoūs	sīnge'ing
chārgē'a ble	mān'āge a ble	shoē'ing
nō'tīçe a ble	ex chānge'a ble	hōe'ing
ērv'īçe a ble	pro nounçe'a ble	mīle'āge

Lesson 13.

The suffix **-or** means *one who*, and **-ed** means *did*.

Verbs.	Verbs.	Verbs.	Nouns.
eon fūſe'	à tōne'	ere āte'	ere ā'tōr
de lūde'	a dōre'	sur vīve'	sur vīv'or
in vāde'	a māze'	eāl'eū lāte	eāl'eū lā tor
in flāme'	ae erue'	nāv'i gāte	nāv'i gā tor
em brāce'	ae eūſe'	prōs'e eūte	prōs'e eū tor
a vēnge'	ad jūre'	spēe'ū lāte	spēe'ū lā tor
de prīve'	as pōrse'	eon trīb'ūte	eon trīb'ū tor
im pōſe'	im brue'	de līn' ē āte	de līn'e ā tor

Form the participles of these verbs by adding **ing** and **ed**, according to Rule I.

Lesson 14.

IMPORTANT COUNTRIES.

Spāin	Dēn'märk	Ĉān'a dā	Swītz'er land
Frānce	Tûr'key	Mēx'i eō	Rus'siā
Greeçe	Höl'land	Pēr'si ā (-shī-)	(rūsh'ā)
Chī'nā	Īre'land	Ē'gypt	Prus'siā
Jā pān'	Seōt'land	Gēr'mā nŷ	(prūsh'yā)
Chī'le	En'gland (īng')	Ā rā'bī ā	U nīt'ed Stātes
Swē'den	Īn'di ā	Āus'trī ā	Ār'gēn tīne
Brā zīl'	Īt'ā lŷ	Pōr'tū gal	Rē pūb'lie

Lesson 15.

RULE II. — Monosyllables and accented syllables ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel.

Verbs.	Past Participles.	Pres. Participles.	Nouns.
tān	tānned	tān'ning	tān'nēr
plōt	plōt'ted	plōt'ting	plōt'ter
plōd	plōd'ded	plōd'ding	plōd'der
grāb	grābbbed	grāb'bing	grāb'ber
grūb	grūbbbed	grūb'bing	grūb'ber
serūb	serūbbbed	serūb'bing	serūb'ber
wrāp	wrāppbed(t)	wrāp'ping	wrāp'per

Lesson 16.

Apply Rule II., and form nouns from the verbs in the first two columns by adding **-er**, — thus, *dig* — *digger* : add **-ing** and **-ed** to the words in the last two columns, — thus, *permit* — *permitting* — *permitted*.

dīg	trōt	per mīt'	re eūr'
wīn	drōp	re fīt'	con eūr'
spīn	squat	sub mīt'	in eūr'
jōb	snāp	ex tōl'	re fēr'
stōp	slīp	com pēl'	ae quīt'
shūt	shīp	al lōt'	ab hōr'
drūm	stūn	be dīm'	trans mīt'
trāp	be gīn'	de bār'	trans fēr'

Lesson 17.

Āl ā bā'mā,	Ala.	Īn dī ān'ā,	Ind.
Ār'kān sas,	Ark.	I'ō wā,	Ia.
Ēāl ī fōr'nī ā,	Cal.	Kān'sas,	Kan.
Ēōl ō rā'dō,	Colo.	Ken tūck'y,	Ky.
Ēon nēct'ī eūt,	Conn.	Lōu ī sī ā'nā,	La.
Dēl'ā wāre,	Del.	Mās sā chū'setts,	Mass.
Flōr'ī dā,	Fla.	Mā'ry land,	Md.
Geōr'gī ā,	Ga.	Māine,	Me.
I'dā hō,	Id.	Mīch'ī gan,	Mich.
Il lī nois',	Ill.	Mōn tā'nā,	Mont.

Lesson 18.

DICTION EXERCISE. — Louisiana was named in honor of Louis XIV., of France; Georgia, after George II., king of England; Delaware, for Lord de la Ware; and Maryland, in honor of Henrietta Maria, the queen of Charles I., of England. Florida and Colorado are Spanish names, — the first so called because discovered on Easter Sunday, — in Spanish, *Pascua Florida*, — and the second signifying red or colored. Alabama, Arkansas, Illinois, Iowa, Kansas, and Kentucky are Indian names. Massachusetts is also Indian, and signifies "about the great hills."

Lesson 19.

Add **-ing** and **-ed** to the words in this lesson ; apply the Rules.

mär	spän	as pîre'	ăe'tú âte
hëm	drăg	e elîpse'	ăg'i tâte
lăg	chăr	in dôrse'	măd'i tâte
bëg	shăm	eom pâre'	vën'er âte
săp	shāme	ex pûnge'	grăd'ú âte
jût	brăçe	be rēave'	vîn'di eâte
frët	grāze	pro serîbe'	prös'e eûte
drîp	erāve	pro nounçe'	pēr'se eûte

Lesson 20.

Mînn	Minn.	O hî'o,	O.
Mîss	Miss.	Penn sÿl vā'nĭ â,	Pa.
Mô	Mo.	Rhōde Is'land,	R. I.
Neb.	Neb.	South Ēār o lī'nā,	S. C.
Nôrth Ēār o lī'nā,	N. C.	Tën nes see',	Tenn.
New Hămp'shîre,	N. H.	Těx'as,	Tex.
New Jēr'seÿ,	N. J.	Ū'tah,	Ut.
Nev.	Nev.	Vîr gĭn'ĭâ,	Va.
New Yôrk',	N. Y.	Wis eôn'sin,	Wis.
Nôrth Dă kō'tă,	N. Dak.	Ver mōnt',	Vt.
South Dă kō'tă,	S. Dak.	Wash'ing tōn,	Wn.
Ōr'e gon,	Or.	Wěst Vîr gĭn'ĭâ,	W. Va.
		Wÿ ō'mĭng,	Wyo.

Lesson 21.

Add **-ing** and **-ed** to the following words, remembering that a word ending in two consonants, or in a consonant preceded by two vowels, does not double the final consonant before a vowel suffix.

jěst	ex tënd'	re view'	ën ter tain'
lûrk	ef fēet'	re join'	dĭs ap pēar'
lăsh	mo lēst'	ex pând'	dĭs ap point'
scënt	de fēat'	dis mount'	rēe om mēnd'
prōmpt	de scēnd'	re bound'	en eôm'pass
plûck	en chânt'	re strāin'	em bār'rass

Lesson 22.

RULE III. — Words ending in **y** preceded by a consonant change **y** to **i** before all suffixes except those beginning with **i**.

ā'gen cŷ	ā'gen čleš	prōph'e cŷ	sēc're ta rŷ
lēg'a cy	lēg'a čieš	tēnd'en cy	sāne'tū a ry
ōdd'i ty	ōdd'i tieš	scēn'er y	e mēr'gen cy
ār'ter y	ār'ter ieš	ma jōr'i ty	eon spīr'a cy
rēm'e dy	rēm'e dieš	fa čīl'i ty	de fōrm'i ty
pēr'ju ry	pēr'ju rieš	mo nōp'oly	ab sūrd'i ty
rōb'ber y	rōb'ber ieš	se eū'ri ty	an tīq'ui ty
grō'cer y	grō'cer ieš	ex trēm'i ty	eū ri ōs'i ty

Form the plurals of these nouns by adding **-es**, according to Rule III., thus, — *agency* — *agencies*, *prophecy* — *prophecies*, etc.

Lesson 23.

COMPARISON OF ADJECTIVES.

Positive.	Comparative.	Superlative.	Positive.
tī'dŷ	tī'dī ēr	tī'dī ēst	kīnd'lŷ
sīl'ly	sīl'li er	sīl'li est	live'ly
lūck'y	lūck'i er	lūck'i est	love'ly
lōft'y	lōft'i er	lōft'i est	hōme'ly
nās'ty	nās'ti er	nās'ti est	heārt'y
pēt'ty	pēt'ti er	pēt'ti est	hēalth'y
dīz'zy	dīz'zi er	dīz'zi est	fīesh'y

Add **-er** and **-est** to the words in the last column.

Lesson 24.

DICTATION EXERCISE. — Many words which are primitive in the English language, are derived from foreign languages. In fact, the English contains words which have been taken from almost every important language ever spoken. Thus: *Green* is an Anglo-Saxon word; *verdant* comes from the French through the Latin, and also means "green;" *lucky* is from a Teutonic verb meaning "to entice," but it now means "fortunate;" *petty* is from the French, and means "small."

Lesson 25.

Present Tense.

Verbs.

I	Thou	He	
stūd'y	stūd'i est	stūd'ies	de'eu pŷ
tār'ry	tār'ri est	tār'ries	tēr'ri fŷ
dāl'ly	dāl'li est	dāl'lies	stū'pe fŷ
lěv'y	lěv'i est	lěv'ies	săt'is fŷ
fēr'ry	fēr'ri est	fēr'ries	fôr'ti fŷ
pār'ry	pār'ri est	pār'ries	spēc'i fŷ
tāl'ly	tāl'li est	tāl'lies	nō'ti fŷ
quar'ry	quar'ri est	quar'ries	elās'si fŷ
			em bōd'y

Write the participles of the verbs in the last column, thus, — *occupy* — *occupied* — *occupying*.

Lesson 26.

FOREIGN CITIES.

Lòn'don	Caī'ro	Čāl eūt'tā
Pār'is	Glās'gōw	Ha vān'ā
Bēr'lin	Vēn'īce	Vī ēn'nā
Mōs'eōw	Mā drīd'	Liv'er pōol
Dūb'lin	Čan tōn'	St. Pē'ters bŷrg
Lŷ'ōnŷ	Que bēc'	Ri'o (rē'ō)
Mīl'an	Mār seilles'	Āl ex ān'drī ā
Tō'ki o(kē ō)	Pān a mā'	Čon stān tī nō'ple

Lesson 27.

Final **y**, preceded by a vowel, is not changed before a suffix.

ēs'sāy	ēd'dŷ	de eoy'	fān'cy
lāck'eŷ	tō'ry	al lāy'	vā'ry
jōck'ey	grā'vy	de frāy'	bān'dy
mēd'ley	gŷl'ly	an noy'	im plŷ'
vōl'ley	beaū'ty	dis plāy'	sup plŷ'
āl'ley	trō'phy	pōr trāy'	de serŷ'
af frāy'	pōp'py	sŷr vey'	mōd'i fŷ

Write the plurals of the above nouns, thus, — *essays* — *eddies*.

Write the participles of the above verbs.

Lesson 28.

The suffix **-ful** means *full of*, thus, — *peaceful* = *full of peace*.

shāme'ful	skīll'ful	pīt'Y ful	re grēt'ful
fēar'ful	spīte'ful	dū'ti ful	e vēnt'ful
need'ful	fruit'ful	mēr'çi ful	re prōach'ful
bāle'ful	slōth'ful	fān'çi ful	de çēit'ful
trūst'ful	aw'ful	pow'er ful	beaū'ti ful
frīght'ful	wrāth'ful	plēn'ti ful	boun'ti ful

Write the nouns from which these adjectives are derived.

Lesson 29.

AMERICAN CITIES.

New Yōrk'	Chi eə'gō	Phīl a dēl'phī ā
Broōk'lyn	Sāint Lōu'is	Īn dī an āp'o līs
Būf'fa lō	Bal'ti mōre	Mīn ne āp'o līs
Clēve'land	Wash'ing tōn	Sān Fran çīs'eō
Pītts'burg	Prōv'i dençe	Çīn çīn nü'tī
Sāint Paul'	Sa vān'nāh	Lōu'is vīlle
Lōw'ell	At lān'tā	Mīl wau'kee
New Hā'ven	New Ôr'le anç	Āl'leghenÿ

Lesson 30.

DICTION EXERCISE. — Chicago, Milwaukee, and Allegheny are *Indian* names: the first means “a wild onion;” the second, “rich land;” and the third, “finest river.” Pittsburg was named in honor of William Pitt, earl of Chatham, a distinguished English statesman. Cleveland, Lowell, Baltimore, Washington, St. Louis and Louisville were named from men. Philadelphia, meaning “city of brotherly love,” was so named by its founder, William Penn. Indianapolis and Minneapolis were formed by affixing the Greek *polis*, meaning “city,” to *Indiana* and *minne*, the latter an *Indian* word for “water.” Cincinnati was named for a society of that name, — the society receiving its name from Cincinnatus, the Roman patriot.

Lesson 31.

The suffix **-less** means *without*, thus, — *sinless* = *without sin*.

lēaf'less	wōrth'less	rēst	lāw
trāck'less	sēnse'less	hōpe	joy
peer'less	eōl'ōr less	ārt	hēlp
guile'less	de fēnse'less	ūse	grāce
dēath'less	shād'ōw less	fāith	thānk
mātc'h'less	re mōrse'less	heed	chānge
noīse'less	pēn'ni less	gāin	doubt
voīce'less	mōn'eȳ less	pāin	thōught

Add **-less** and **-ful** to each noun in the last two columns and form adjectives; then add **-ly** to the adjectives and form adverbs.

Lesson 32.

The suffix **-y** means *full of*; **-ness** means *state or condition*.

Nouns.	Adjectives.	Nouns.	Nouns.	Nouns.
rūst	rūst'y	rūst'i ness	pīth	erāft
sānd	sānd'y	sānd'i ness	pūlp	mīst
oil	oil'y	oil'i ness	lēak	rōck
shāde	shād'y	shād'i ness	mōld	chill
grēase	grēas'y	grēas'i ness	mōōl	wēalth
filth	filth'y	filth'i ness	dīear	greed

Add **-y** to the words in the last two columns and form adjectives, then change the adjectives into nouns by adding **-ness**.

Lesson 33.

The suffix **-en** means *to make*; **-ly**, in adverbs, means *manner*.

Adjectives.	Verbs.	Adverbs.	Adjectives.	Adjectives
light	light'en	light'ly	glā.l	sīck
dārk	dārk'en	dārk'ly	hārd	tīght
shārp	shārp'en	shārp'ly	stiff	quīck
shōrt	shōrt'en	shōrt'ly	deep	thīck
sweet	sweet'en	sweet'ly	blāck	dēad
frēsh	frēsh'en	frēsh'ly	whīte	roūgh
chēap	chēap'en	chēap'ly	brīght	toūgh

Add **-en**, **-ly** and **-ness** to the words in the last columns.

Lesson 34.

The suffix **-ment** means *act of*; *that which*.

a bāse'ment	ār'gū ment	ap point'ment
a dōrn'ment	sēt'tle ment	en hānçe'ment
a mēnd'ment	mēas'ūre ment	en chānt'ment
ad jūst'ment	ar rānçe'ment	ae quīre'ment
en dow'ment	eom mānd'ment	em bēl'lish ment
re tīre'ment	eom mēnçe'ment	ēn ter tāin'ment
re frēsh'ment	eon fīne'ment	ag grān'dīze ment

Write the verbs from which the above nouns are derived.

Lesson 35.

The suffix **-ance** means *state of being* or *act of*.

de fī'ançe	an noy'ançe	eon nīv'ançe
eon trīv'ançe	ap plī'ançe	re mēm'brançe
ās sur'ançe	eom plī'ançe	re șēm'blançe
ae eōrd'ançe	re pēnt'ançe	re mōn'strançe
ūt'ter ançe	for beār'ançe	at tēnd'ançe
sūf'fer ançe	ae çēpt'ançe	ae quāint'ançe
māin'te nançe	as sīst'ançe	in hēr'it ançe
al lī'ançe	re șīst'ançe	de līv'er ançe

Lesson 36.

DICTATION EXERCISE. — In the following words will be found the principal suffixes signifying "the person who acts, or who is:" *equēs'trian*, one who rides a horse; *vā'grant*, one who wanders; *sehōl'ar*, one who attends school; *slūg'gard*, one who is idle; *lāp'idary*, one who cuts precious stones; *ād'voate*, one who pleads; *pātentee'*, one who holds a patent; *pīoneer'*, one who prepares the way; *stū'dent*, one who studies; *bīōg'rapher*, one who writes lives; *rūs'tic*, one who lives in the country; *fā'vorite*, one who is favored; *bōt'ānist*, one who is skilled in botany; *eāp'tive*, one who is a prisoner; *plāin'tiff*, one who begins a lawsuit; *bēn e fāe'tor*, one who confers benefits.

Lesson 37.

In last syllables, **e** before **no** is obscure **ä**.

vī'o lençe	eön'fer ençe	de pënd'ençe
dīl'i gençe	rēv'er ençe	oe eür'rençe
pēn'i tençe	rēs'i dençe	ab hör'rençe
āf'fū ençe	ēx'cel lençe	eon eür'rençe
rēt'i çençe	prēf'er ençe	in dūl'gençe
eöm'pe tençe	dīf'fer ençe	eo hēr'ençe
in tēl'li gençe	dēf'er ençe	sub sīst'ençe
o bē'di ençe	rēf'er ençe	eon dō'lençe

Write the words from which the above nouns are derived.

Lesson 38.

NAMES OF QUADRUPEDS.

yāk	mār'mot	hÿ ē'nā	chin chīl'lā
stāg	fēr'ret	ō'çe lōt	īeh neū'mōn
fawn	çiv'et	ān'te lōpe	ār ma dīl'lo
mōle	ēr'mīne	pōr'eū pīne	rhl nōç'e rōs
slōth	dōr'mouse	pēe'ea ry	hīp po pōt'a mūs
ounce	bādç'er	jā guär'	dròm'e dā ry
gnū	reīn'deer	kān gā rōō'	prāi'īle dōg
ī'bex	gī rāffe'	wōl ver īne'	guīn'ēa pīg
zē'bū	gā zēlle'	chīm pān'zee	ānt'-ēat er

Lesson 39.

The suffixes **-ant**, **-ent** and **-ist** mean *one who* or *one skilled in*.

as sīst'ant	ad hēr'ent	dū'el ist
in fōrm'ant	de pënd'ent	ēs'sāy īst
as sāl'ant	de pō'nent	fāb'ū līst
de fēnd'ant	re spōnd'ent	drām'a tīst
ōe'eu pant	op pō'nent	sāt'īr īst
eöm'bat ant	re çīp'i ent	ehēm'ist
par tīç'i pant	eör re spōnd'ent	ōe'ū list
in hāb'it ant	sū per in tēnd'ent	dēn'tist

Write the words from which the above nouns are derived.

Lesson 40.

The suffixes **-ship**, **-hood** and **-dom** mean *state of*.

To each word below, add the suffix at the head of the column, and define the word so formed, thus, — *wisdom, the state of being wise*.

-dom	-hood	-ship	-ship
wise	child	elérk	sehól'ár
free	girl	lórd	hórs'e'man
thrall	kníght	hárd	die tã'tór
éarl	wóm'an	fríend	eol lëet'ór
mär'týr	wíd'ow	lã'dy	ap prën'tiçe
hëa'then	bróth'er	stew'árd	pro pri'e tór

Lesson 41.

The suffix **-al** means *pertaining to*.

Pertaining to		Pertaining to	
fí'nal,	<i>the end.</i>	fíl'ial(yal),	<i>a child.</i>
prí'mal,	<i>the first.</i>	pás'tór al,	<i>a shepherd.</i>
fës'tal,	<i>a feast.</i>	lýt'er al,	<i>the letter.</i>
lō'eal,	<i>the place.</i>	rã'tion al,	<i>the reason.</i>
lē'gal,	<i>the law.</i>	phýs'ie al,	<i>nature.</i>
neū'tral,	<i>neither.</i>	ex tēr'nal,	<i>the outside.</i>
mär'tial(shal),	<i>war.</i>	in tēr'nal,	<i>the inside.</i>
mū'ral,	<i>a wall.</i>	eôr'dial(jal),	<i>the heart.</i>
vēr'nal,	<i>the spring.</i>	ã ò'ri al,	<i>the air.</i>

Lesson 42.

DICTATION EXERCISE. — “He lives long that lives well; and time misspent is not lived, but lost.” — **Fuller**. “He that does good to another man does good to himself; the consciousness of welldoing is an ample reward.” — **Seneca**. “Truth is as impossible to be soiled by any outward touch as the sunbeam.” — **Milton**.

“The tear down childhood's cheek that flows
Is like the dewdrop on the rose;
When next the summer breeze comes by,
And waves the bush, the flower is dry.” — **Scott**.

Lesson 43.

EXERCISE IN DEFINING.

Define each of the following adjectives, thus, — *spectral* = *pertain-
ing to a specter* ; *stoical* = *pertaining to a stoic*.

spěe'tral	fī năn'cial	eôn fī dĕn'tial
stō'ie al	eom mĕr'cial	ār ti fī'cial
pā rĕn'tal	sub stăn'tial	prōv i dĕn'tial
nă'tion al	o rĭġ'i nal	ăn a lýt'ie al
pĕr'son al	pŷ rām'i dal	ĕm blemăt'ie al
elăs'sie al	de vō'tion al	ĭn tel lĕet'ŭ al
whĭm'si eal	tră dĭ'tion al	thĕ o lŏġ'ie al
erĭt'ie al	spĭr'it ŭ al	phĭl o sŏph'ie al

Lesson 44.

NAMES OF BIRDS.

auk	ŏs'prey (pră)	plŏv'er	ăl'ba trŏss
ē'mū	vŭl'tŭre	eŭr'lew	eŏr'mo rant
ī'bis	fa'l'eon	găn'net	pĕl'i ean
mă eaw'	bŭz'zărd	pĕn'guin	fla mĭn'go
euck'ŏo	phĕas'ant	bĭt'tern	păr'o quĕt
măġ'pie	grŏs'bĕak	lăp'wĭng	nĭġht'in găle
stăr'ling	ŏ'ri ŏle	hŏrn'bĭll	eăs'so wa ry
lŷre bĭrd	bŏb'o lĭnk	toŭ'eăn	eĭ'der dŭck

Lesson 45.

The suffixes **-et**, **-let**, **-ling**, **-ule** and **-ette** mean *little*.

lăn'ġĕt	ărm'let	dŭck'ling	glŏb'ŭle
măl'let	eŭt'let	gŏġ'ling	ġĕl'lŭle
eăs'ket	rĭng'let	dăr'ling	păr'ti ele
ĕa'ġlet	brăġe'let	kĭng'ling	eŏv'er let
ġĭr'elet	vein'let	lŏrd'ling	eăb'i net
lŏck'et	brŏok'let	flĕdġe'ling	flow'er et
eŷe'let	strĕam'let	strip'ling	ġĭġ â rette'
is'let	rĭv'ŭ let	sŭck'ling	stăt ŭ ŏtte'

Lesson 46.

The suffixes **-able** and **-ible** mean *capable of being*.

Capable of being		Capable of being	
pāl'pā ble,	fēlt.	flēx'ī ble,	bēnt.
trāet'a ble,	lēd.	pōs'si ble,	dōne.
mū'ta ble,	chānged.	vīš'i ble,	seen.
pōrt'a ble,	eār'ried.	au'di ble,	hēard.
ēs'ti na ble,	ēs'ti mā ted.	lēg'i ble,	rēad.
vūl'ner a ble,	wōund'ed.	tān'gi ble,	toūched(t).
nū'mer a ble,	nūm'bered.	erēd'i ble,	be liēved'.
tōl'er a ble,	bōrne.	vīn'çi ble,	ō'ver cōme.

Lesson 47.

Define the words in this lesson, thus, — *movable* = *capable of being moved*; *notable* = *worthy of note*.

mōv'ā ble	nōt'ā ble	eon tēmpt'ī ble
eūr'a ble	blām'a ble	dī gēst'ī ble
en dūr'a ble	lōv'a ble	dī vīš'i ble
de fīn'a ble	hōn'ōr a ble	re vērs'ī ble
īr'ri ta ble	ād'mi ra ble	re dū'çi ble
nō'tīce a ble	mēm'o ra ble	eom piēss'ī ble
āp'pli ea ble	re spēet'a ble	eor rūpt'ī ble
fāth'ōm a ble	ae çēpt'a ble	de fēn'si ble
de serīb'a ble	de plōr'a ble	ae çēss'ī ble

Lesson 48.

DICTATION EXERCISE. — Christopher Columbus discovered the West Indies on October 12, 1492. He was a native of Genoa, but lived several years in Spain. The Mississippi, the longest river in the world, was discovered by De Soto in 1541. The Hudson River was discovered by Henry Hudson, a distinguished navigator, in 1609. The first successful experiment in steamboat navigation was made on this river by Robert Fulton in 1807. Saint Augustine, Fla., the oldest town in the United States, was founded by the Spaniards in 1565.

Lesson 49.

The suffix **-ous** means *full of* or *having*.

Full of or having

pö'p'ú lo'ús,	pēo' ple.
lū' mi no'ús,	light.
fū' ri o'ús,	fū' ry.
à trō' cio'ús,	ē' vil.
mà lī' cio'ús,	băd' ness.
de lī' cio'ús,	sweet' ness.
eo'úr' te o'ús,	po līte' ness.
mī rāe' ú lo'ús,	wón' der.

Full of or having

ō' dī o'ús,	hāte.
tīm' ōr o'ús,	fēar.
ănx' iō'ús (ănk' shūs),	cāre.
dū' bi o'ús,	doubt.
erēd' ú lo'ús,	be liēf'.
fa ċē' tio'ús,	wīt.
gār' ru lo'ús,	talk.
ōs ten tā' tio'ús,	shōw.

Lesson 50.

tē' dī o'ús	spā' cio'ús (shūs)	ēr rō' ne o'ús
vēn' ōm o'ús	eōn' scio'ús	as sīd' ú o'ús
poi' ūon o'ús	fe rō' cio'ús	im pēt' ú o'ús
mōn' stro'ús	of fī' cio'ús	il lūs' trī o'ús
e nōi' mo'ús	sā gā' cio'ús	eon spē' ú o'ús
tre mēn' dō'ús	fal lā' cio'ús	tem pēs' tū o'ús
diš' ūs' tro'ús	ea prī' cio'ús	mo nōt' o no'ús
pro dīg' iō'ús	av a rī' cio'ús	pre ċip' i to'ús

Add **-ly** to each of the above words and form adverbs. Write the noun allied in meaning to each of the above adjectives, thus, — adj. *tedious*, noun *tedium*; adj. *spacious*, noun *space*.

Lesson 51.

GAMES AND AMUSEMENTS.

dīċe	mār' bleš	erīck' et	ċha rādeš'
chēss	chēck' erš	tēn' nis	e nīg' māš
eārdš	bīl' liards (yērdz)	shīn' neŷ	ăn' a grāmš
quoits	ero quēt'	bāse' ball	dōm' i nōeš
pō' lo	nīne' pīnš	skāt' ing	sōl i tāire'
gōlf	lēap' frī ōg	bōx' ing	pā ċhī' šī
foōt' ball	hōp' seōtch	rōw' ing	băk' gām m

Lesson 52.

The suffix **-ty** or **-ity** means *being* or *state of being*.

odd'i tŷ	pros pěr'i tŷ	âr bân'i tŷ
gāy'ê ty	pro pri'e ty	ob seū'ri ty
dī vīn'i ty	per vēr'si ty	ad vēr'si ty
e qual'i ty	ma lig'ni ty	ôp pôr tū'ni ty
mor tāl'i ty	in firm'i ty	tran quīl'li ty
no bīl'i ty	se rēn'i ty	rēg ū lār'i ty
so brī'e ty	eap tīv'i ty	pōs si bīl'i ty
va rī'e ty	sa gāç'i ty	prōd i gāl'i ty
mo rāl'i ty	dex tēr'i ty	in ge nū'i ty

Write the adjectives from which the above nouns are derived.

Lesson 53.

The suffixes **-ness**, **-age**, **-ancy** and **-ency** mean *state of being*.

blind'něss	bōnd'āge	vā'ean çŷ
fōnd'ness	hērb'age	plī'an çŷ
lōne'li ness	ūs'age	poign'an çŷ
wīl'der ness	peer'age	brīl'lian çŷ
ex āet'ness	pāt'rōn age	frē'quen çŷ
wan'tōn ness	ôr'phan age	pō'ten çŷ
wrētch'ed ness	vās'sal age	eon sīst'en çŷ
for gīve'ness	pīl'grim age	pro fī'cien çŷ

Write the words from which the above nouns are derived.

Lesson 54.

DICTIONARY EXERCISE. — John Gutenberg was born at Mentz about 1400. He was the inventor of cut metal types and an improver of the art of printing.

The invention of the electric telegraph is due to Prof. Samuel F. B. Morse. The first line was built between Washington and Baltimore in 1844.

James Watt, the inventor and improver of the steam engine, was born in Scotland in 1736.

George Stephenson, an English inventor and engineer, constructed the first locomotive engine, in 1814.

Lesson 55.

The suffix **-ion** means *the act of or state of being*. Add **-ion** to the following verbs and form nouns; omit final **e** according to Rule I., thus, — dedicate + ion = *dedication*.

eor rēet'	dif fūse'	dēd'i eāte	ex hīb'it
eor rūpt'	eon fūse'	pōp'ū lāte	mū'ti lāte
eon vīet'	eon vūlse'	vēn'er āte	vī'o lāte
eon nēet'	pro mōte'	spēe'ū lāte	in tōx'i eāte
de jēet'	vī'brāte	ēd'ū eāte	re tāl'i āte
dis tōrt'	dīe'tāte	ēx'ea vāte	as sō'ci āte
in vēnt'	in flēet'	ēs'ti māte	prōs'e eūte
in strūet'	ex haust'	ēm'ū lāte	eōn'tem plāte

Lesson 56.

Write each of the following nouns, and opposite it write the verb from which it is derived, thus, — noun, *secession*; verb, *secede*.

temp tā'tion	ās pī rā'tion	eōm bī nā'tion
se cēs'sion	āe qui sī'tion	eōn ver sā'tion
per vēr'sion	dēt es tā'tion	In spi rā'tion
de rī'sion	eōn tri bū'tion	In for mā'tion
ex tēn'sion	eōn so lā'tion	rēs to rā'tion
ex pūl'sion	ēx po sī'tion	rēp ū tā'tion
eom pūl'sion	ēx plo rā'tion	rēs ig nā'tion
pro dūe'tion	In flam mā'tion	prēs er vā'tion
eon cēp'tion	ōb li gā'tion	prōv o eā'tion

Lesson 57.

MUSICAL TERMS.

elēf	sō'lō	ān'them	so prā'no
stāff	du ēt'	sōn'net	eon trāl'tō
shārp	trī'o	ōp'er ā	bār'y tōne
flāt	quar tēt'	so nā'tā	lī brēt'tō
seāle	quin tēt'	eān tā'tā	ōr'ehes trā
āl'tō	gām'ut	sŷm'pho ny	dī a tōn'ie
tēn'ōr	ōe'tāve	ōr ā tō'rī ō	ehro māt'ie

Lesson 58.

The suffixes **-ant** and **-ent**, in adjectives, mean *being* or *having the quality of*. In these words change final **t** to **ce**, and define the nouns thus formed. The sounds of **a** and **e** before **nt** final are obscure.

ěl'o quent	im pru'dent	pět'ú lant
ěm'i nent	im pā'tient	ěl'e gant
Im'pū dent	tūr'bū lent	rěl'e vant
In'dī gent	ěn'se quent	dis eōrd'ant
pěn'i tent	ef fī'cient	ex pēet'ant
pēr'ti nent	ex pē'di ent	ob sērv'ant
prēm'i nent	mū nīf'i ċent	lux ū'ri ant
pēs'ti lent	mag nīf'i ċent	sig nīf'i eant

Lesson 59.

The suffix **-ive** means *able to* or *having power to*.

pro grēss'ive	de ċī'sive	in quīq'i tīve
at tēn'tive	ex elū'sive	de elār'a tīve
de lū'sive	se dūe'tive	af firm'a tīve
pro tēet'ive	eon vūl'sive	ex ċe'ū tīve
op prēss'ive	re strīet'ive	āp pre hēn'sive
in strīet'ive	eon strūet'ive	ěm pre hēn'sive
sug ġēst'ive	sub mīs'sive	im āġ'i nā tīve
per suā'sive	in dīe'a tīve	In ter rōġ'a tīve

Write the verbs from which the above adjectives are derived. Form nouns from the above adjectives by changing final **ve** to **on**.

Lesson 60.

DICTATION EXERCISE. — "Habit is a cable; we weave a thread of it each day, and it becomes so strong we cannot break it." — **Horace Mann**. "Recollect that trifles make perfection, and that perfection is no trifle." — **Michael Angelo**. "Sloth makes all things difficult, but industry all easy." — **Franklin**. "A man should never be ashamed to own that he has been in the wrong, which is but saying in other words that he is wiser to-day than he was yesterday." — **Pope**. "Learn the luxury of doing good." — **Goldsmith**.

Lesson 61.

Most adverbs are formed by adding **-ly** to adjectives. Add **-ly** to the following adjectives, and define the adverbs thus formed, — rigid + ly = rigidly, *in a rigid manner*.

rīg'id	pro found'	ex ceed'ing	es pē'cial
lū'cid	gen teel'	re flect'ive	lā bō'ri otis
sūl'len	ād'verse	re spēe'tive	ū ni vēi'sal
frān'tie	ruθ'less	ād'e quāte	oe eā'sion al
dī rēet'	pēn'sive	ūl'ti māte	le gīt'i māte
a droit'	splēn'did	eō'pi otis	af fēe'tion āte
u nique'	eau'tious	fa cē'tious	eōm'fōrt a ble

Lesson 62.

TERMS USED IN ARITHMETIC.

frāe'tion	sub trāe'tion	nū'mer ā tōr
In'te ger	mīn'ū ěnd	de nōm'i nā tōr
dēç'i mal	sūb'tra hēnd	mūl ti pli eā'tion
ex chānge'	re māin'der	mūl'ti pli eānd
dīs'count	mūl'ti ple	ān te çēd'ent
per çent'age	mūl'ti plī	pro pōr'tion al
dī vī'sōr	mūl'ti plī er	pēr mu tā'tion
dīv'i dend	nū mer ā'tion	ēv o lū'tion
quō'tient	re çip'ro eal	āv oīr dū poiç'

Lesson 63.

Form nouns from these verbs by dropping final **e** and adding the suffix **-ion**; thus, — migrate + ion = *migration*.

mī'grāte	il lūs'trāte	in tīm'i dāte
frūs'trate	nāv'i gate	e quīv'o eate
vīn'di eate	nōm'i nate	pre çip'i tate
pēn'e trate	eōn'fis eate	ae eū'mu late
çīr'eu late	eōm'pen sate	ex ās'per ate
īn'ti mate	dēm'ōn strate	re vēr'ber ate
āb'di eate	fa çīl'i tate	ea lūm'ni ate
tēr'mi nate	as sās'si nate	eom mēm'o rat

Lesson 64.

The suffix **-ize** means *to make*. Define each word in this lesson orally, thus, — *equalize* = *to make equal*; *legalize* = *to make legal*.

rē'al ize	ēm'pha size	pāt'rōn ize
ē'qual ize	hār'mo nize	seān'dal ize
lē'gal ize	bru'tal ize	au'thōr ize
sŷm'bōl ize	fōs'sil ize	sŷm'pa thize
çiv'i lize	māg'net ize	a pōl'o gize
fēr'ti lize	mēth'ōd ize	e eōn'o mize
hū'man ize	erŷs'tal lize	sŷs'tem a tize

Analyze the above words, thus, — *fertilize* = *fertile* + *ize*.

Lesson 65.

TERMS USED IN GRAMMAR.

sŷn'tax	süb'stan tŷve	or thōg'ra phy
prōs'o dy	eon jŷne'tion	ēt y mōl'o gy
ād'junet	ŷn ter jēe'tion	de elēn'sion
prēd'i eāte	prēp o ŷl'tion	eom pār i son
fēm'i nŷne	po tēn'tial	eōn ju gā'tion
mās'eu lŷne	sub jŷne'tŷve	aux ŷl'ia ry
poŷ ŷēss'ŷve	im pēr'a tŷve	(agz ŷl'yā rŷ)
nōm'i nā tŷve	pār ti çŷp'i al	in fŷn'i tŷve

Lesson 66.

QUOTATIONS FROM AMERICAN STATESMEN.

"Where liberty dwells, there is my country." — **Benjamin Franklin**. "The post of honor is the private station." — **Thomas Jefferson**. "The Union must and shall be preserved." — **Andrew Jackson**. "Better to be right than to be President." — **Henry Clay**. "Union, now and forever, one and inseparable." — **Daniel Webster**. "Cotton is king." — **John Randolph**. "The Empire State." — **John C. Calhoun**. "With charity to all, and malice toward none." — **Abraham Lincoln**. "There is a higher law than the Constitution." — **W. H. Seward**. "The sober second thought is always essential, and seldom wrong." — **Martin Van Buren**.

Lesson 67.

The suffix *-fy* means *to make*.

To make		To make	
măg' nī fy,	greāt.	ăm' plī fy,	lăr' ger.
nŭl' li fy,	void.	līq' ue fy,	flŭ' id.
mŏl' li fy,	sŏft.	elăr' i fy,	elēar.
vēr' i fy,	true.	stŭl' ti fy,	fŏol' ish.
vīt' ri fy,	glăss' y.	sănē' ti fy,	sā' ered.
dē' i fy,	gŏd' like.	frŭe' ti fy,	fruit' ful.
rēe' ti fy,	rīght.	beăt' i fy,	hăp' py.
răr' e fy,	thīn.	dī vēr' si fy,	vā' ri otis.
pŭ' tre fy,	pŭ' trid.	dis qual' i fy,	un fīt'.

Lesson 68.

TERMS USED IN MATHEMATICS.

eōne	ăn' gle	ăx' i òm	dīăg' o nal
sīne	çir' ele	pŏl' y gŏn	ī sŏs' çe lēs
sŭrd	tăn' gent	ŏe' ta gŏn	hŷ pŏt' e nŭse
rhŏmb	quad' rant	hĕx' a gŏn	hŷ pŏth' e sīs
ăx' is	sĕg' ment	răd' i eal	ē quī lăt' er al
ŏ' val	rhŏm' boid	çŷl' in der	quad ri lăt' er al
fŏ' eus	sphē' roid	trī' an gle	pēr pen dīe' ū lăr
spī' ral	el līpse'	rĕe' tan gle	păr al lĕl' o grăm

Lesson 69.

NOUNS USED ONLY IN ONE NUMBER.

Plurals.	Plurals.	Plurals.	Singular.
lees	tī' dings	ăn' nals	ŏp' ties
drĕgs	ăsh' es	bīt' ters	phŷ' ies
mĕans	pīnch' ers	vīct' uals	ĕth' ies
dŭmps	snŭff' ĕrs	nŭp' tials (shălz)	pŏl' i ties
ăs' sets	twĕe' zers	trăp' pings	me ehăn' ies
mŏr' als	scĭs' çŏrs	ăr' ehīves	mo lăs' ses
măt' ins	drăw' ers	eŏm' pass es	a eous' ties
vĕs' pers	trou' çers	spĕe' ta eles	mĕt a phŷ' ies

Lesson 70.

FEMININE NOUNS.

The suffix **-ess** distinguishes some nouns of the feminine gender from the corresponding masculine nouns ; spell the masculine forms.

ăe'tress	dűch'ess	ěd'i tress	pre ċep'tress
gŏd'dess	eount'ess	lī'òn ess	pro tĕet'ress
hêir'ess	hŏst'ess	ġi'ant ess	en chànt'ress
ăb'bess	hűnt'ress	băr'òn ess	in strűet'ress
ëm'press	tī'gress	pā'tròn ess	shĕp'herd ess
mŷs'tress	trāi'tress	gŏv'ern ess	prŏph'et ess
nē'gress	tāi'lŏr ess	dĕa'eon ess	mār'chŭiòn ess

Lesson 71.

TERMS USED IN MECHANICS.

lāthe	lē'ver	ĕn'ġŷne	ăsh păn
elămps	erŏw' bār	pŷs'tŏn	fire bŏx
enănks	wŷnd'lass	eon dĕns'er	stĕam pĭpe
blŏcks	shăft'ing	gŏv'ern ōr	drŭll prĕss
wheel	pul'ley	flŷ wheel	chāin wheel
ăx'le	swĭv'el	stĕam chĕst	ăx'le bŏx
flănge	dĕr'rick	stĕam găuge	eŏld chĭŷ'el
eŏġŷ	eoŭp'ling	es eāpe pĭpe	drĭv'ing wheel
winch	tăe'kle	săfe'ty vălve	rătch'et wheel
erāne	ġĕar'ing	ŷn'di eā tŏr	thrŏt'tle vălve

Lesson 72.

QUOTATIONS FROM AMERICAN POETS.

"The air is full of farewells to the dying." — **Longfellow**.
 "Titles are but empty names." — **O. W. Holmes**. "Truth, crushed to earth, shall rise again." — **Bryant**. "Truth forever on the scaffold, wrong forever on the throne." — **Lowell**.
 "And God said, 'Throb!' and there was motion." — **Emerson**. "Strike — till the last armed foe expires." — **Halleck**.
 "Right is more than might, and justice more than mail." — **Whittier**.

Lesson 73.

The suffixes **-er** and **-or** designate the *doer*, and **-ee** the *receiver*, thus, — *payer* = one who pays; *payee* = one who receives pay.

pāy'er	pāy ee'	as sign ôr'	as sign ee'
dō'nôr	do nee'	eon sign'er	ēou sign ee'
lēs'sôr	les see'	eon fēr'rer	ēon fer ee'
draw'er	draw ee'	prôm'is ôr	prôm is ee'
grānt'ôr	grān tee'	nôm'ī nā tôr	nôm i nee'
trūst'er	trūs tee'	ap point'er	ap point ee'
re fēr'rer	rēf er ee'	guār'an tôr	guār an tee'
lēg a tôr'	lēg a tee'	môrt'gâge ôr	môrt gâ gee'

Lesson 74.

VARIOUS KINDS OF BUILDINGS.

môsq̄ue	wâre'house	found'ry
vîl'lâ	ēourt'house	brew'er y
măn'sion	mār'ket house	thē'a ter
ēôt'tâge	ma çhîne' shôp	ēl'e vâ tôr
dwēll'ing	pôst ôf'fîçe	ea thē'dral
bār'racks	ēūs'tom house	sŷn'a gôgue
tăv'ern	ob sêrv'a to ry	dôr'mi to ry
elois'ter	ăm phī thē'a ter	in firm'a ry
ăp'i töl	ăar a vãn'sa ry	môn'as tēr y
çhâ teau'(tô)	pên i tēn'tia ry	tăb'er na ele

Lesson 75.

The suffixes **-ic**, **-ary** and **-ory** mean *of* or *pertaining to*.

çiv'ie	ēôn'tră rŷ	môn'ī tō rŷ
pro şă'ie	săl'û ta ry	trăn'si to ry
do mēs'tie	ăr'bi tra ry	prôm'is so ry
dră măt'ie	mîl'i ta ry	eom pŷl'so ry
des pôt'ie	vŷ'şion a ry	de rōg'a to ry
rē al is'tie	he iēd'i ta ry	de fām' a to ry
sŷs tem ăt'ie	săn'guŷ na ry	in flām'ma to ry
de mō'ni ae	rēv o lū'tion a ry	vă e diē to ry

Lesson 76.

The suffix **-ish** means, — 1. *like*; 2. *of or pertaining to*; 3. *quality in a small degree*. The suffix **-some** means *full of* or *very*.

slāv'ish	Brīt'ish	blū'ish	toil'some
knāv'ish	Ī'rish	rēd'dish	glād'some
chīld'ish	Spān'ish	whīt'ish	lōne'some
fiēnd'ish	Dān'ish	salt'ish	light'some
rōgu'ish	Swēd'ish	dāmp'ish	whōle'some
wāg'gish	Rōm'ish	brāck'ish	blīthe'some
elown'ish	Rhēn'ish	green'ish	wēa'ri some
thiēv'ish	Seōt'tish	fē'ver ish	būr'den some

Write the nouns from which the above adjectives are derived.

Lesson 77.

TERMS USED IN ARCHITECTURE.

spīre	dā'dō	gā'ble	ar eāde'
nāve	eōl'umn	dōr'mer	vo lūte'
shāft	eōr'nīce	ō'ri el	fes tōon'
truss	pēd'es tal	eān'o py	pēnd'ant
groin	eāp'i tal	pa vīl'ion(yūn)	Gōth'ie
nīche	eū'po lā	pōr'ti eo	Dōr'ie
serōll	mīn'a ret	bāl'eo ny	Tūs'ean
aīse	pīn'na ele	bāl'us trāde	Ī ōn'ie

Lesson 78.

WORD BUILDING.

need	-ful	-fully	-ful ness	-less	-less ly	-less ness-
use	"	"	"	"	"	"
joy	"	"	"	"	"	"

Form one hundred twenty derivatives from the following words by adding the suffixes as given above:

law	shāme	fēar	rēst	thānk
sīn	fāith	hōpe	fruit	thōught
ärt	grāce	heed	guile	mēr'cy
hēlp	cāre	hārm	blāme	pīt'y

Lesson 79.

This lesson contains Latin words which have been adopted into the English in their *original* and *unaltered* forms.

ăe'tôr	făe'tôr	as sĕss'ôr	jăn'i tôr
ăr'bor	hôn'or	ău'di tor	môn'i tor
ăr'dor	hū'mor	ere ū'tor	dī vī'sor
eăn'dor	mī'nor	etī rā'tor	in vēnt'or
eol'or	līq'uor	eon dŭet'or	nar rā'tor
eăp'tor	lăn'guor	erĕd'it or	in strŭet'or
elăn'gor	(lăng'gwĕr)	eôn'quer or	op prĕss'or

NOTE.—Many persons mispronounce these words by omitting the sound of final r, while others make as great a mistake by giving or the broad sound it represents in fôr. In the above words be careful to give or a sound like that of er in ev'ēr.

Lesson 80.

UNALTERED LATIN WORDS.

ăd'tŭ lă tôr	in tē'ri ôr	vī'o lă tôr
ăġ'i tă tor	in fē'ri or	su pē'ri or
făb'ri eă tor	in quĭs'i tor	môd'er ā tor
glăd'i ā tor	Im'i tă tor	pĕe'tŭ lă tor
ĕd'tŭ eă tor	In'sti gā tor	prō'ere ā tor
eom pĕt'i tor	lĭb'er ā tor	prōp'a gā tor
eom pōs'i tor	măl e făe'tor	spĕe'tŭ lă tor
eôn'ser vā tor	ĭn ter çĕs'sor	pro ġĕn'i tor

Lesson 81.

MARKS USED IN WRITING AND PRINTING.

dăsh, —	In'dex, ae	brăck'ets, []	păr'a grăph, ¶
brĕve, ^	ăe'cent, '	ġir'eum flĕx, ^	dī ær'e sĭs, ..
tĭl'de, ~	eō'lôn, :	çe dĭl'lă, '	sĕm'i eō lôn, ;
brăçe, {	hŷ'phen, -	quo tă'tion, ""	a pōs'tro phe, '
eôm'mă, ,	sĕe'tion, §	păr'al lelŷ,	ĕx ela mă'tion, !
mă'erôn, -	dăġ'ger, †	ăs'ter Isk, *	in tĕr ro gă'tion, ?
pē'ri ôd, .	eă'ret, ^	el lĭp'sis, ***	pă rĕn'the sĕŷ, ()

Pupils should be taught to make and use these marks.

Lesson 82.

UNALTERED LATIN WORDS.

pri'or	bō'nūs	rā'dī tūs	ōr'ā tōr
tū'mor	vī'rus	ān'i mus	sēn'a tor
tū'tor	mī'nus	īm'pe tus	tes tū'tor
vīg'or	çēn'sus	nū'ele us	sue çēs'sor
pās'tor	çīr'eus	a lūm'nus	pro fēss'or
rēe'tor	fūn'gus	af flā'tus	poç sēs'sor
tōr'pōr	gēn'ius	eāl'a mus	trans lāt'or
spōn'sor	stā'tus	eāl'et lus	ne gō'ti ā tor
squā'lōr	nīm'bus	pro spēc'tus	in vēs'ti gā tor

Lesson 83.

NAMES OF ANIMALS.

Vertebrates.	Articulates.	Mollusks.	Radiates.
wal'rus	leech	snāil	eōr'al
dōl'phin	louse	oys'ter	hȳ'drā
pōr'poise	shrimp	mūs'sel	pōl'ȳp
tōr'toise	gād'flȳ	bī'vālve	stār'fish
tūr'tle	tēr'mite	ū'ni vālve	jēl'ly fish
līz'ārd	glōw'wōrm	shēll'fish	sēa'ūr chin
ād'der	sīlk'wōrm	eūt'tle fish	sēa'a nēm'o ne

Lesson 84.

UNALTERED LATIN WORDS.

ā'pex	vē'tō	ā're ā	pro vī'ço
ī'tem	vīg'il	ā rē'nā	āl'i quōt
stīg'mā	ō'men	sa lī'vā	gēn'e sīs
ēx'trā	nēe'tār	au rō'rā	īm'ter īm
ūl'trā	gȳp'sum	dī plō'mā	ār'bi ter
eōn'sul.	fūl'erum	eōp'tū lā	sīn'is ter
glū'ten	rōs'trum	fōr'mū lā	mīn'is ter
dū'plex	strā'tum	mī lī'tiā	ap pēn'dix
nūr'mur	eōn'elāve	pān a çē'ā	trī bū'nal

Lesson 85.

WORDS OF LATIN ORIGIN.

The origin of the words in this and several other lessons is indicated by the headings. In most cases these words have undergone great changes in form.

mýnt	färçe	e lūde'	sǎe'rá ment
pall	gôrge	re spíre'	űn'dú lāte
seǎn	rěalm	ab seǒnd'	vǎe'çi nāte
jilt	sō'lār	a dǎpt'	re plěn'ish
gaud	grā'tis	eo ērçe'	de lir'i ūm
dīrge	plāç'id	pāl'lid	te nā'ciǒs
blānd	rǎb'id	gēs'tūre	fī dēl'i ty
māçe	āl'ien (yěn)	frǎg'ment	ǎl tēi'na tīve

Lesson 86.

WORDS OF GREEK ORIGIN.

ǎlms	ǎe'me	ǎth'lēte	ǎ pǒl'o gy
mýth	tǒn'ie	ěx'o dűs	e pít'o me
phlǒx	sýn'ód	hǎl'çý ǒn	mo nǒt'o ny
seǒpe	dǒg'mǎ	sýn ǒp'sis	as trǒn'o mý
sehēme	ǒl'ive	dī'a dem	en thū'şī ǎsm
phlēgm	erī'sis	ěp'i thet	eş hyl'a rāte
hǎ'ló	eaus'tie	ěe'stǎ sy	mis ǎn'thro py
dī'et	pǎl'şied	ǎp'a thý	phī lǎn'thro py
pō'em	phǎn'tóm	pǎr'a lýze	mǎth e mǎt'ies

Lesson 87.

SYNONYMOUS WORDS FROM DIFFERENT LANGUAGES.

Anglo-Saxon.	Latin.	Greek.	Anglo-Saxon.	Greek.
wít	sǎt'ire	ī'rón y	chew	mǎs'ti eate
tíme	ē'rǎ	pē'ri ǒd	dűll	le thǎr'gie
shǒrt	eon çīse'	la eǒn'ie	stǎr	ǎs'ter Isk
lēarn'er	stű'dent	sehǒl'ǎr	wínd	me ǎn'der
tēase	tor mēnt'	tǎn'tǎ lize	fall	eǎt'a rǎet
speech	lǎn'guage	dī'a lēet	flood	eǎt'a elýsm
strēngth	vīg'ǒr	ěn'er gy	whǎle	çe tā'cean

Lesson 88.

WORDS OF FRENCH ORIGIN.

aid	běv'ěl	chăp'let	à dieū'
eăsh	hăr'ass	găr'land	eon tōur'
rōan	jăr'gōn	gīb'bet	af frāy'
drăpe	jōs'tle	hăz'ărd	en tîce'
chěck	găl'lōn	vîs'ăge	ha răngue'
blouse	kēr'chîef	nūi'sance	rěp ar tee'
blōnd	lōz'ēnge	mois'tûre	prîv'i lěge
pique	būt'tress	bru nětte'	mîl liōn âire'
eliq̃ue	ro řette'	quă drille'	pře tûr ęsque'

Lesson 89.

TERMS USED IN BOTANY.

pŭlp	flow'er	lēaf	ăn'nŭ al
seed	eă'lyx	lēaf'let	per ěn'ni al
gěrm	pět'al	blăde	de çîd'ti oŭs
lōbeș	pîs'til	mîd'rib	ex'ôt'ie
roots	pōl'len	vein'lets	ěx'o gěnș
bŭlbș	ăn'ther	pět'Y ôle	ěn'do gěnș
fî'ber	stă'men	lō'bate	ex'ôg'e noŭs
tŭ'ber	eo rōl'lă	ô'vate	in dîg'e noŭs

Illustrate the meaning of these words by pointing out the parts of a seed, a flower, a leaf, and a tree.

Lesson 90.

WORDS FROM THE ITALIAN.

sō'dă	eûr'vet	dôm'Y no	Yn flu ěn'ză
lă'vă	frēs'eo	î'so lăte	măn i fēs'tō
gŭs'tō	sttŭ'eo	eon trăl'tō	măe a rō'nî
eăn'to	prō'file	re găt'tă	věr mî çěl'lŭ
mōt'to	grăn'Yte	vol eă'no	in fŭ'ri âte
dît'to	stŭ'dŭ o	stŭ lět'tō	mŭn'i a tŭre
vŭs'tă	eăm'ê ô	um brěl'lă	vŭ o lon cěl'lo
quō'tă	eŭ'polă	im brōgl'io (yô)	(vê o lon chěl'lo)
ăn'ză	fî ăs'eo	ma lă'ri â	prî'mă dôn'nă

Lesson 91.

WORDS FROM THE SPANISH.

eask	œm'rade	mě rī'nō	är ma dīl'lō
eörk	eap size'	tor nā'dō	dēs per ā'dō
ear'go	gran dee'	brā vā'dō	pune tīl'io(yō)
jūn'to	sī ēs'tā	em bār'go	pēe ea dīl'lō
bōō'by	sī ēr'rā	dūl'çi mer	sōm bre'rō
nē'gro	är mā'dā	hūr'ri eāne	guēr rīl'lā
guā'vā	vā nīl'lā	œm'inō dōre	fil'i būs ter
shēr'ry	flo tīl'lā	dīs em bōgue'	sär sā pā rīl'lā

Consult a dictionary for the meaning of unfamiliar words.

Lesson 92.

WORDS FROM THE SCANDINAVIAN LANGUAGES.

bilge	whīne	dāi'ry	bāf'fle
gnāsh	slouch	frēe'kle	blūn'der
lūnch	squall	smūg'gle	elām'ber
seowl	mūg'gŷ	glīm'mer	grōv'el
buīld	kīd'nāp	lār'bōard	chūrn
erawl	kīr'tle	kīd'neŷ	bōw'līne
trŷst	bīl'lōw	squan'der	hūs'band
whīsk	wīnd'lass	strūg'gle	lūnch'eon
strānd	būl'wārķ	slaugh'ter	grey'hound

Lesson 93.

SYNONYMOUS WORDS.

Anglo-Saxon.	Latin.	Anglo-Saxon.	Latin.
sāy'ing	ād'age	feel'ing	eom pās'sion
hīd'den	oe eūlt'	sād'ness	de prēs'sion
fōre tēll'	pre dīet'	ēast'ērn	ō ri ēn'tal
hūrt'ful	nōx'ioūs	drēar'y	eōm'fōrt less
wōr'ship	a dōre'	hā'tred	re pūg'nance
sīck'ly	mor bīf'ie	ēarth'ly	ter rēs'tri al
trūth'ful	ve rā'ciōūs	swīft'ness	çe lēr'i ty
en līv'en	ān'ī mātē	ground'work	foun dā'tion

Lesson 94.

WORDS FROM THE CELTIC LANGUAGES.

The Celtic includes: the Gaelic — the early language spoken in the Highlands of Scotland; the Irish; the Welsh; and the **Manx** — the language spoken on the Isle of Man.

glén	ilb'bón	bick'er	ěab'in
biăg	měr'ry	bás'ket	shăn'ty
lă l	dru'id	hăr'ness	eră'dle
elăn	bôd'kin	grîd'dle	etđđ'ěl
skein	dôck'et	măl'tôck	dăg'ger
quăff	whIs'ky	shăm'rock	lûb'ber
elôck	slô'gan	knûe'kle	knick'knăck
brôgue	măg'gôt	flăn'nel	drîdđ'er y

Lesson 95.

TERMS RELATING TO WAR.

zouăve	pîs'tól	ěav'al ry	knăp'săck
sû'tler	mûs'ket	in'fan trý	hăv'er săck
pîck'et	ěăr'bîne	de şert'er	û'ni fôrm
ên'sign	băy'o net	brîg a diēr'	ěp'au lět
drîm'mer	etû'tlass	grîen a diēr'	stîetch'er
re eruit'	să'ber	êôr'po ral	ăm'bû lançe
prî'vate	făl'chîon	sěn'ti nel	hôs'pî tal
ser'geant	iă'pi er	ăd'jû tant	bîv'ouae(wăk)
(săr'jent)	scîm'i ter	vět'er an	rêe on noi'ter

Lesson 96.

WORDS FROM THE DUTCH LANGUAGE.

bôor	frôl'ie	loi'ter	găl'lî pôt
plûg	brăn'dy	hôi'ster	măn'i kîn
swab	lědđ'er	elînk'er	î'sînglăss
jaul	lăl'last	ěa'sel	be lěa'guer
yăcht	tîg'ger	wăin'sent	Hôt'ten tôt
sloop	skîp'per	lîgş'hěad	blûn'der bûss
bluff	ea bôose'	mô lăss'	bûr'go măs ter

Lesson 97.

NOUNS FROM THE ANGLO-SAXON.

The Anglo-Saxon is the name given to the language formed of the languages spoken by the German tribes that invaded Britain during the fifth and sixth centuries.

spûr	bow'er	ôv'en	was'sail
knîfe	hill'ock	mil'dew	gils'tle
town	bôn'fire	ln'step	stîr'rup
steed	blithe'ly	ân'kle	thi'esh'old
grôve	blăd'der	wee'vîl	hō'li ness
smōke	brām'ble	yeō'man	dwēll'ing
mound	hīgh'land	mēr'măid	hănd'i wōrk
shroud	brîm'stōne	mûl'leîn	hănd'i erăft

Lesson 98.

Many Anglo-Saxon derivatives are formed by simply making slight changes in the root word, as in the following:

Verbs.	Nouns.	Adjectives.	Nouns.	Nouns.	Verbs.
sît	sēat	broad	brēadth	bāth	lāthe
gîrd	gîrt	wîde	wîdth	elôth	elôthe
brew	brôth	slōw	slôth	swath	swāthe
blōw	blăst	deep	dēpth	lōath	lōathe
stēal	stēalth	dēar	dēarth	seăth	seăthe
chōoſe	choiſe	lōng	lēngth	brēath	brēathe
strîve	strîfe	warm	warmth	shēath	shēathe

Lesson 99.

SYNONYMS FROM DIFFERENT LANGUAGES.

An.-Saxon.	Greek.	An.-Saxon.	Latin.	Greek.
tōp	ăe'me	āpe	Im'i tâte	mIm'ic
fōe	an tăg'o nist	drăw	de ln'e âte	skētch
trûe	ău thên'tie	bōld	văl'or oſs	he rō'ic
tîck	străt'a gem	grăve	sěp'ul eher	tōmb
māze	lăb'y luth	stăr'ry	sî dē're al	ă's'tral
lîst	căt'a lōgue	kîng	ēm'per ċr	mōn'areh

Lesson 100.

Words derived from Greek or Latin compared with Anglo-Saxon words, each of which has been derived from the same original root. In some cases the words bear close resemblances in meaning.

An.-Saxon.	Gr. and Latin.	An.-Saxon.	Gr. and Latin.
eðrn	grāin	hīde	eūs'tō dy
fōōd	pās'tūre	ēat	ēd'i ble
rauw	erude	hēad	eāp'i tal
hall	çēll	bōre	pēr'fō rāte
guēst	hōst	thīn	te nū'i ty
flȳ	plūme	hīll	eūl'mi nāte
yārn	ehōrd	bār'ley	fa rī'nā
straw	strā'tūm	fā'ther	pa tēr'nal

Lesson 101.

ARTILLERY TERMS.

vēnt	līm'ber	ōrd'nance	bāt'ter y
fūse	mūz'zle	bār shōt	eān'is ter
ballṣ	rām'rōd	chāin shōt	pro ject'le
bōmbṣ	eān'nōn	shrāp'nel	how'itz er
shellṣ	mōr'tār	eār'trīdḡe	eō lūm'bi ad
grāpe	eāis'sōn	fōr'tress	eān nōn eer'
siēge	fiēld gūn	rām'part	eān nōn āde'
breech	siēge gūn	bōm bārd'	māg a zīne'

Lesson 102.

WORDS DERIVED FROM THE SAME ORIGINAL ROOTS.

An.-Saxon.	Gr. and Latin.	An.-Saxon.	Gr. and Latin.
bān	fāte	fōōt	pēd'al
blōw	flāwl	two	dū'al
kīn	ḡē'nus	thīrst	tōr'rid
āche	ā'gent	breāk	frāḡ'le
gall	ehōl'er	fīnd	pe tī'tion
eōld	ḡēl'id	tēach	dōḡ'le
rīng	çir'eus	bānd	fēd'er al
lēan	in elīne'	thātch	tēḡ'ū ment

Lesson 103.

A *Prefix* is a syllable or word united with the beginning of another word to modify its meaning.

The prefix **un-** gives a negative meaning to the root word, and can be attached to almost any English adjective.

un <i>knōwn</i> '	un <i>rē'al</i>	ūn <i>sus tā'ined</i> '
un <i>toūched</i> ' (t)	un <i>seem'ly</i>	un <i>sēt'tled</i>
un <i>hī'tched</i> ' (t)	un <i>wiēld'y</i>	ūn <i>for gōt'ten</i>
un <i>shāk'en</i>	un <i>sēlf'ish</i>	ūn <i>a vāil'ing</i>
un <i>brō'ken</i>	un <i>eōn'sciōūs</i>	un <i>qēr'tain ty</i>
un <i>trōd'den</i>	ūn <i>a wā're'</i>	un <i>spēak'a ble</i>
un <i>wōnt'ed</i>	ūn <i>eon qēr'n'</i>	un <i>chār'i ta ble</i>
un <i>guārd'ed</i>	un <i>tār'nished</i> (t)	un <i>nēc'es sa ry</i>

Lesson 104.

The prefix **in-** means *not*; it is often changed to **il-**, **im-** or **ir-**.

In <i>dī rēet</i> '	in <i>vīg'i ble</i>	in <i>erēd'i ble</i>
In <i>eom plēte</i> '	im <i>pōs'si ble</i>	in <i>flēx'i ble</i>
In <i>eōr rēet</i> '	in <i>eūr'a ble</i>	in <i>ēv'i ta ble</i>
In <i>sin qēre</i> '	im <i>mū'ta ble</i>	in <i>īm'i ta ble</i>
im <i>prōp'er</i>	im <i>mōv'a ble</i>	In <i>ef fēe'tū al</i>
im <i>mōr'tal</i>	in <i>dēf'i nīte</i>	in <i>sēp'ā rā ble</i>
in <i>frē'quent</i>	in <i>ād'e quāte</i>	In <i>dis pēn'sa ble</i>
im <i>pā'tient</i>	In <i>eon sīst'ent</i>	Ir <i>re gīst'i ble</i>

Lesson 105.

QUOTATIONS FROM AMERICAN ESSAYISTS.

"The fantasies of one day are the deepest realities of a future one."—**Hawthorne**. "The couplets of Pope are witty, but Sancho Panza is a humorous creation."—**Whipple**. "Goodness is the only investment that never fails."—**Thoreau**. "Beauty is the mark God sets upon virtue."—**Emerson**. "A tart temper never mellows with age, and a sharp tongue is the only edged tool that grows keener with constant use."—**Irving**. "All great virtues bear the impress of self-denial."—**Channing**. "Quickness is genius"—**Bartol**.

Lesson 106.

WORD BUILDING.

Prefix **un-** to the words in the first two columns, and **in-** to the words in the last two columns.

seen	tāint'ed	fôrm'al	de çî'siôn
tôld	stInt'ed	dē'çent	of lēn'si've
rēst	tīme'ly	ăe'tive	de pēnd'ent
bound	ēr'ing	eôn'stant	sēn'si ble
wīse	de fined'	elēm'ent	tēm'per âte
armed	as sāiled'	sôl'vent	erēd'û loûs
plēdgēd	ar rānged'	eôr iûpt'	ēl'i gi ble
chānged	re sîst'ing	dis ereet'	ex haust'i ble

Lesson 107.

ANATOMICAL AND PHYSIOLOGICAL TERMS.

lūngs	ī'ris	tēn'dôn	ab dô'men
trūnk	pū'pîl	sīn'ew (û)	in tēs'tīneş
thīgh	eôr'ne â	tîs'sue (tîsh'û)	dī'a phrāgm
spleen	rēt'i nâ	mēm'biāne	tŷm'pa nŷm
glānds	lăr'ŷn x	âr'ter y	eār'ti lāge
mō'lār	thō'rax	au'île	lym phŷ'ie
mū'eus	trā'ehe â	vēn'tîle	bîŷn'ehî al
spī'nal	stēr'num	vēr'te brâ	ē sôph'a gŷis

Lesson 108.

The prefix **dis-** means *not* or *opposite to*, thus, — *disloyal* = *not loyal*; *displeasure* = *the opposite of pleasure*.

dis loy'al	dis grāçed'(t)	dīs al low'
dis ôr'der	dis elāined'	dīs o bey'
dīs re gārd'	dis ā'ble	dis ūn'ion
dīs re pŷte'	dīs poş şēss'	dīs re spēet'
dis fā'vôr	dīs eon nēet'	dīs en gāged'
dis hōn'ôr	dīs in fēet'	dīs em bār k'
dis eov'er	dīs eom pōşe'	dīs be liēf'
dis eiēd'it	dīs ar rānge'	dis sāt'is fiēd
'is plēaş'ûre	dīs ap prōve'	dīs ad vān'tāge

Lesson 109.

The prefixes **fore-**, **pre-** and **ante-** mean *before*, thus, — *forewarn* = *to warn before*; *preceding* = *going before*; *antediluvian* = *before the flood*.

fōre knōw'	prē ex'ist'	ăn'tē dāte
fōre see'	prē eon cērt'	ăn'te rōom
fōre shōw'	prē en gāge'	ăn te cēd'ent
fōre warn'	prē eon cēive'	ăn'te chām ber
fōre'tāste	pre fig'ūre	ăn te pē'nūlt
fōre'sīght	prē mā tūre'	ăn te mūn'dāne
fōre'thōught	pre jūdg'ment	ăn te me i'd'i an
fōre rŭn'ner	prē rēq'ui sŭte	ăn te dī lŭ'vi an
fōre tō'ken	pre mēd'i tātē	ăn te nŭp'tial (shal)

Lesson 110.

The prefixes **a-** or **ab-** and **de-** mean *from*; **ad-** signifies *to*, and becomes **af-**, **al-**, **an-**, **ap-** or **as-** before certain consonants.

ad join'	al lŭre'	ā bāte'	dē ery'
ad mīt'	al lŭde'	a vērt'	de dŭçe'
ād'jūnet	ap pēnd'	ab rūpt'	de dŭet'
ād'vērb	as pīre'	āb'jeet	de flēet'
a dōre'	at tēst'	ab dŭet'	de trāet'
af fix'	ād'jee tīve	ab scīnd'	de prēss'
af fīrm'	ad hē'sīve	absōlve'	de thrōne'
an nēx'	ap pōr'tion	ab strāet'	de cāp'i tātē

Lesson 111.

QUOTATIONS FROM ENGLISH POETS.

"Westward the course of empire takes its way." — **Berkeley**. "To beard the lion in his den." — **Scott**. "The short and simple annals of the poor." — **Gray**. "Not to know me, argues yourself unknown." — **Milton**. "Big with the fate of Cato and of Rome." — **Addison**. "Who shall decide when doctors disagree?" — **Pope**. "A schoolboy's tale, the wonder of an hour!" — **Byron**. "Brevity is the soul of wit." — **Shakespeare**. "An infant crying in the night." — **Tennyson**.

Lesson 112.

The prefix **con-** means *with* or *together*; it takes the form of **com-**, **col-**, **co-**, **cog-** or **cor-** to secure easy pronunciation.

eon join'	eom preſs'	eo ē'qual	eon ſiſt'ent
eon fōrm'	eon gēal'	eō ex' iſt'	eōn'fīd'ent
eon frōnt'	eom pōſe'	eō ex' tēnd'	eōn'so nant
eon trāet'	eon vērt'	eo hēr'ent	eōm'pli eāte
eon vērgē'	eon ſpīre'	eo hē'sīve	eōm'pro mīſe
eom pound'	eon found'	eōl'lo quŷ	eōr re ſpōnd'
eom pīle'	eon ſtrūet'	eōn'gre gāte	eon jēe'tūre
eōg'nāte	col lāpſe'	eōn'se quence	eon trāe'tion

Lesson 113.

NAMES OF DISEASES.

gout	fē'ver	mēa'ſleſ	brōn ehī'tis
eroup	seār'let	eā tārrh'	eon ſūmp'tion
erāmp	tŷ'phoid	phthīſ'ie	rheu'mā tīſm
mūmps	bīl'ioūſ	vēr'ti go	pneū mō'nī ā
chīllſ	ā'gūe	ehōl'er ā	hŷſ tē'ri ā
plāgue	drōp'sy	serōf'ū lā	seī āt'i eā
eōl'ie	quīn'ſy	pleū'rī sy	dŷſ pēp'si ā
eān'çer	tēt'ter	lēp'ro sy	seār la tī'nā
eōugh (kōf)	seūr'vy	lum bā'go	ēr y ſīp'e las

Lesson 114.

The prefix **e-** or **ex-** means *out of*; **pro-** means *for* or *forth*.

e dūçe'	ex pōrt'	ex eūl'pāte	prō'noun
e vāde'	ex tōrt'	ex plŷ'it	pro çeed'
e vēnt'	ex ūde'	ex preſſ'ive	pro trāet'
e vōke'	ex pēnd'	ēx'tīr pāte	pro trude'
e jēet'	ex preſſ'	ēx'trī eāte	pro fēſſ'
e lēet'	ex hāle'	ēx'pūr gāte	pro pound'
e lāpſe'	ex plōde'	eŷ ōn'er āte	pro nounçe'
e vīnçe'	ex trāet'	ex pā'trī āte	prō'lōgue
ē'gress	ef fāçe'	ex tēr'mī nāte	prō'grām

Lesson 115.

The prefix **re-** means *back* or *again*; **per-** signifies *through*.

rē print'	rē fine'	rē ad mīt'	per vāde'
rē eoin'	re eānt'	rē ās sure'	per vērt'
rē eāst'	re fūnd'	rē as čēnd'	per spīre'
rē deem'	re mānd'	rē ap pēar'	per fūme'
re drēss'	re elīne'	rē eom mīt'	pēr'jūre
re frēsh'	re pēal'	rē ēeh'o	pēr'me āte
re bound'	re strāin'	rē eōv'er	pēr'fī dý
re prēss'	re elāim'	rē eāp'tūre	pēr'fo rāte
re eoil'	re lāpse'	rē eōn'quer	pēr'eo lāte

Lesson 116.

The prefix **trans-** means *across* or *beyond*; **inter-** signifies *between*, and **super-**, *above* or *over*.

trāns'it	Īn ter līne'	sū per sēde'
trans pōrt'	Īn ter spērse'	sū per vīse'
trans pōse'	Īn ter vēne'	sū per vēne'
trans grēss'	Īn ter mīx'	sū per in dūge'
trans plānt'	Īn ter pōse'	sū per in tēnd'
tran scēnd'	Īn'ter lūde	sū per serībe'
trans fōrm'	Īn'ter eōurse	sū per hū'man
trans fīg'ūre	Īn'ter ēst ing	sū per nāt'ū ral
trāns ma rīne'	Īn ter mīs'sion	sū per nū'mer ary

Lesson 117.

NOUNS DISTINGUISHED FROM VERBS BY ACCENT.

The vessel used to trans pōrt' soldiers is called a trāns'pōrt. A pēr'vert is one who has been per vērt'ed from a right way. The pēr'fūme of the flowers will per fūme' the room. The ēx'pōrts of the country were rapidly ex pōrt'ed. The eōn'traet which he entered into compelled him to eon trāet' his sphere of action. The eōm'press which the surgeon ordered tended to eom prēss' his arm too tightly. The eōn'vert wanted to eon vērt' others.

Lesson 118.

The prefix **sub-** means *under* or *below*, and is sometimes changed to **suf-**, **suc-** or **sup-**; **circum-** means *around*.

sub join'	sūb'jū gāte	ċir'eum spċet
sub sīde'	sub jċe'tion	ċir'eum stanċe
sub vērt'	sub mīs'sion	ċir'eum serībe'
sub sċerve'	sup plānt'ing	ċir'eum vēnt'
sub tīċet'	sue ċċs'sion	ċir'eum'fer enċe
sub serībe'	sūl'fer ing	ċir'eum nāv'i gāte
sub mċerge'	sūb ma rīne'	ċir'eum lo eū'tion
sūb'ūrbċ	sūb ter iā'ne an	ċir'eum ām'bi ċnt

Lesson 119.

THE ELEMENTS OF MATTER.

All the forms of matter have been reduced to seventy-five elements, the most common of which are named in this lesson.

tīn	nīċk'el	ōx'y ġen	plāt'ī nūm
lēad	cō'balt	hġ'dro ġen	eād'mi ūm
gōld	bīġ'muth	nī'tro ġen	eġrō'mi ūm
zīne	sūl'phūr	eāl'ċi ūm	ān'tī mo ny
ī'ron(ūrn)	eār'bōn	sīl'i eōn	po tās'si ūm
sīl'ver	brō'mīne	sō'di ūm	a lū'mi nūm
eōp'per	ār'se nġe	ī'o dīne	mag nē'si ūm
bō'rōn	mċr'eu ry	eġlō'rīne	(mag nē'zhī ūm)

Lesson 120.

Uni-, from Latin *unus*, = *one*; **mono-**, from Greek *monos*, = *single*; **bi-**, from Latin *bis*, = *two*; **tri-**, from Latin *tri*, = *three*.

ū'nit	bī'ped	bī ċn'nī al	mōn'o tōne
ū'nī sōn	bī sċet'	trī ċn'ni al	mōn'o lōgue
ū'ni fġ	bī'nate	bī nō'mi al	mōn'o līth
u nīt'ed	bī'vālve	trī nō'mi al	mo nōp'o līst
ū'ni fōrm	trī'pod	bī'ċġ ele	mo nōp'o līze
ū'ni vērse	trī'dent	trī'an ġle	mōn'o grām
ū'ni eōrn	trī'ple	bīġ'a mīst	mōn o mā'ni ā
ni'que'(nċk)	trī sċet'	trī sġl'la ble	mōn'o sġl la ble

Lesson 121.

The prefix **en-** means *to make* or *put in*; **be-** signifies *to make*, and gives an intensive meaning; **in-** adds its own meaning to the root word.

en slāve'	en rāge'	be fool'	in grāft'
en dēar'	en fōrce'	be eālm'	in still'
en rīch'	en cāmp'	be daub'	in stāll'
en ā'ble	en chāin'	be smēar'	in fūse'
en nō'ble	en thrōne'	be dēck'	in dōrse'
en līv'en	en dān'ger	be frīend'	in trūst'
em bōld'en	en tān'gle	be guīle'	in trēnch'
en grōssed'(t)	en rāp'tūre	be grūdge'	in serībe'

Lesson 122.

Non- = *not*; **post-**, a Latin word, = *after*; **post-**, an English word, refers to the mail.

nōn'sense	pōst'dāte	pōst'man
nōn'sūit	pōst'fix	pōst'boy
nōn'de script	pōst'hu mōus	pōst'hāste'
non ēn'ti ty	pōst-mōr'tem	pōst'mārk
nōn pāy'ment	pōs tē'ri ōr	pōst'āge
nōn rēp'i dent	pōst pōne'ment	pōst'pāid
nōn eon dūet'or	pōst me rīd'i an	pōst chāise
nōn ex ist'ent	pōst dī lū'vi an	pōs tīl'ion
nōn at tēnd'ançe	pōst prān'di al	pōst'mās ter

Lesson 123.

MODELS FROM ENGLISH CLASSICS.

"Laws that may be *engrossed* on a finger nail." — **De Quincey**. "What can *ennoble* sots, or slaves, or cowards?" — **Pope**. "Temperance gives Nature her full play, and *enables* her to exert herself in all force and vigor." — **Addison**. "The difficulties that perplex men's thoughts and *entangle* their understandings." — **Locke**. "The serpent *beguiled* me, and I did eat." — **Bible**. "*Bedaub* fair designs with a foul varnish." — **Barrow**. "The starlight dews all silently their tears of love *instill*." — **Byron**. "*Intrust* thy fortunes to the powers above." — **Dryden**.

Lesson 124.

WORD BUILDING.

Prefix **up**, **under**, **out**, **fore**, and **over** to the words in the first, second, third, fourth, and fifth columns respectively.

hōld	brūsh	east	ārm	strāin
rōot	mīne	weār	gōne	sprēad
rōar	hānd	shīne	dōom	pow'er
beār	tāke	skirt	knōw	shād'ow
stārt	seōre	būrst	sīght	būr'den
rouse	ground	breāk	stall	beār'ing
rā'ise	vāl'ūe	rēach	jūdge	bāl'ançe
hēave	eūr'rent	strēch	elōse	per suāde'

Lesson 125.

ASTRONOMICAL TERMS.

mōon	plān'ets	Nēp'tūne	zē'nith
phāse	Vē'nus	Mēr'eu ry	nā'dir
sīgnē	Ēarth	ās'ter oidē	sōl'stīçe
nōde	Mārē	eōm'ets	ē'qui nōx
dīsk	Jū'pī ter	nēb'ū lā	e elīp'tie
ōr'bit	Sāt'urn	sāt'el līte	zō'di āe
e elīpse'	Ū'ra nūs	eōn stel lā'tion	pe nūm'brā

Lesson 126.

WORD BUILDING.

Prefix **counter**, = *against*, to the words in the first column and prefix **mis**, = *wrong* or *ill*, to the other words in this lesson.

pärt	deed	ap plȳ'	eāl'eū lāte
plōt	dāte	be hāve'	eon jēe'tūre
poīse	prīnt	be liēve'	de mēan'ōr
work	eount	eōn'duet	in tēr'pret
mārch	quōte	eōn'strue	rēp re sēnt'
check	plāçe	dī rēet'	āp pre hēnd'
chārm	guīde	im prove'	ūn der stānd'
'tion	chānçe	stāte'ment	mān'āge ment

Lesson 127.

Suffixes which form Nouns, and signify *state or quality of being*.

Suffix.	Examples.	State of being	Suffix.	Examples.	State of being
acy.	prī'vā cy,	<i>private.</i>	ment.	a gree'ment	<i>agreed.</i>
age.	bōnd'āge,	<i>bound.</i>	mony.	āe'ri mo ny,	<i>sharp.</i>
ance.	vīg'i lançe,	<i>watchful.</i>	ness.	wēa'ri ness,	<i>wearry.</i>
ancy.	vā'ean cy,	<i>vacant.</i>	ry.	rī'val ry,	<i>a rival.</i>
dom.	free'dom,	<i>free.</i>	ship.	pārt'nership,	<i>partners.</i>
ence.	īn'do lençe,	<i>idle.</i>	ure.	ex pō'sūre,	<i>exposed.</i>
hood.	false'hōod,	<i>false.</i>	tude.	āpt'i tūde,	<i>apt.</i>
ism.	hēr'o īsm,	<i>heroic.</i>	ty.	stū pīd'i ty,	<i>stupid.</i>

Lesson 128.

Suffixes which form Adjectives, and mean *of, like, or pertaining to*.

Suffix.	Examples.	Pertaining to	Suffix.	Examples.	Pertaining to
ac.	eār'dī ae,	<i>the heart.</i>	id.	fēr'vid,	<i>fervor.</i>
al.	pēe'tō ral,	<i>the breast.</i>	ile.	pū'er īle,	<i>a boy.</i>
an.	syl'van,	<i>a woods.</i>	ine.	eā nīne',	<i>a dog.</i>
ar.	rēg'ū lār,	<i>rule.</i>	ory.	pīs'ea tō ry,	<i>fishes.</i>
ary.	pe eūn'ia ry,	<i>money.</i>	ite.	rēe'on dīte,	<i>a secret.</i>
ic.	pho nēt'ie,	<i>sound.</i>	ish.	bōor'ish,	<i>a boor.</i>
ical.	bo tān'ie al,	<i>botany.</i>	ese.	Sī am ēse',	<i>Siam.</i>

Lesson 129.

Words with Suffixes meaning *of, like, or pertaining to*.

Use the previous lesson as a model, and write the suffixes and the meanings of the following words :

mū'sīe al	ō ce ān'ie	glōb'ū lār
au tūm'nal	ē go tīs'tie	gīr'eu lar
pie tō'ri al	thē o rēt'ie	ān'gu lar
ēd i tō'ri al	sēr'pen tīne	hōn'ōr ā rŷ
rhe tōr'ie al	āq'ui līne	tēm'po ra ry
ē eo nōm'ie al	ēl e phān'tīne	ēāp'il la ry
hŷp o erīt'ie al	mēr'ean tīle	prēf'a to ry
gē o mēt'rie al	īm'be çīle	eon sēr v'a to ry
ār ith mēt'ie al	īn'fan tīle	eon sōl'a to ry

Lesson 130.

Suffixes which form Nouns, and mean *one who*.

Suffix.	Examples.	One who	Suffix.	Examples.	One who
ar.	bəg'gār,	<i>begs.</i>	er.	de çēiv'er,	<i>deceives.</i>
art.	lɒg'gārt,	<i>brags.</i>	"	in trɒd'er,	<i>intrudes.</i>
ard.	lāg'gārd,	<i>lags.</i>	or.	eom pēt'i tōr,	<i>competes.</i>
"	dɪŋk'ārd,	<i>is drunken.</i>	"	pɪəd e çēs'sōr,	<i>precedes.</i>
ant.	dɪs'pu tant,	<i>disputes</i>	eer.	əue tion eer',	<i>auctions.</i>
"	as sɪst'ant,	<i>assists.</i>	"	mū ti neer',	<i>mutinies.</i>
ent.	re çɪp'i ent,	<i>receives</i>	ist.	eū'lo gɪst,	<i>eulogizes.</i>
"	de pō'nent,	<i>deposes.</i>	"	thē'o rɪst,	<i>theorizes.</i>
"	rē'gent,	<i>rules.</i>	yer.	saw'yer,	<i>saws.</i>

Lesson 131.

Suffixes which form Adjectives, and mean *full of*.

Suffix.	Examples.	Full of.	Suffix.	Examples.	Full of
ate.	dēs'per āte,	<i>despair.</i>	ous.	au dā'ciōus,	<i>boldness.</i>
"	ōb'dū rāte,	<i>obduracy.</i>	"	hɪ lā'ri ōus,	<i>mirth.</i>
ful.	re mōrse'ful,	<i>remorse.</i>	"	hɪd'e ōus,	<i>fright.</i>
"	re spēet'ful,	<i>respect.</i>	some.	glād'sōme,	<i>gladness.</i>
ent.	vɪr'ū lent,	<i>poison.</i>	"	fɪōl'ie sōme,	<i>play.</i>
"	sūe'et lent,	<i>juice.</i>	y.	flow'er y,	<i>flowers.</i>
ose.	ver bōse',	<i>words.</i>	ey.	elāy'eŷ,	<i>clay.</i>

Lesson 132.

Diminutive Terminations which form Nouns, and mean *little*.

Suffix.	Example.	A little	Suffix.	Examples.	A little
cle.	cān'ti ele,	<i>song.</i>	et.	flow'er et,	<i>flower.</i>
"	cōr'pus çle,	<i>body.</i>	"	tūr'et,	<i>tower.</i>
cule.	ān i māl'etle,	<i>animal.</i>	kin.	lām'b'kin,	<i>lamb.</i>
"	rēt'i eūle,	<i>bag.</i>	"	mān'i kɪn,	<i>man.</i>
ule.	mōl'e eūle,	<i>mass.</i>	let.	eŷe'let,	<i>hole.</i>
"	sphēr'etle,	<i>sphere.</i>	"	çɪr'elet,	<i>circle.</i>
el.	sātch'el,	<i>sack.</i>	ling.	dār'ling,	<i>dear.</i>
le.	nōz'zle,	<i>nose.</i>	"	gōs'ling,	<i>goose.</i>
"	vēs'i ele,	<i>bladder.</i>	ie.	lās'sie,	<i>lass.</i>

Lesson 133.

Suffixes which form Verbs, and mean to make.

Suffix.	Examples.	To make	Suffix.	Examples.	To make
ate.	rĕg'ŭ lāte,	<i>regular.</i>	ize.	eŏl'o nize,	<i>a colony.</i>
"	re frĭg'er āte,	<i>cool.</i>	"	pŭl'ver ize,	<i>into dust.</i>
"	dŭ'pli eāte,	<i>double.</i>	"	vĭe'tim ĭze,	<i>a victim of.</i>
en.	fās'ten,	<i>fast.</i>	ise.	en frāŭ'chĭŕe,	<i>free.</i>
"	sŏf'ten,	<i>soft.</i>	"	ĭm pro vĭŕe',	<i>offhand.</i>
"	lĕngth'en,	<i>longer.</i>	"	eŏm'pro mĭŕe,	<i>agreed.</i>
fy.	pĕt'rĭ fŷ,	<i>into stone.</i>	ish.	pŭb'lish,	<i>public.</i>
"	păç'i fŷ,	<i>peaceful.</i>	"	bŭr'nish,	<i>bright.</i>
"	eŏ'di fŷ,	<i>a code.</i>	"	em bĕl'lish,	<i>beautiful.</i>

Lesson 134.

Suffixes which form Nouns, and mean act of.

Suffix.	Examples.	Act of	Suffix.	Examples.	Act of
age.	tĭll'age,	<i>tilling.</i>	ment.	e lŏpe'ment,	<i>eloping.</i>
"	măr'ĭage,	<i>marrying.</i>	"	e jĕet'ment,	<i>ejecting.</i>
tion.	dĭlā'tion,	<i>dilating.</i>	ure.	rŭp'tŭre,	<i>breaking.</i>
"	ro tă'tion,	<i>turning.</i>	"	tĕn'tŭre,	<i>holding.</i>
sion.	in fŭ'sion,	<i>infusing.</i>	al.	re new'al,	<i>renewing.</i>
"	as çĕn'sion,	<i>rising.</i>	"	re vĭv'al,	<i>reviving.</i>
"	sus pĕn'sion,	<i>hanging.</i>	"	re fŭŕ'al,	<i>refusing.</i>

Lesson 135.

Use the previous lessons as a model, and write the suffixes and the meanings of the following words :

băb'bler	glee'ful	flăt'ten	re dŭe'tion
băr'ter er	un skĭll'ful	glăd'den	re çĕp'tion
blŭn'der er	dis grăçe'ful	broad'en	re tĭăe'tion
pro jĕet'ŏr	vĕn'ŏm ŏŭs	lŏr'rĭ fŷ	re vĭŕion
eon tĭăet'ŏr	in jŭ'rĭ ŏŭs	seăr'i fŷ	dis pĕr'sion
de pŏŕ'i tŏr	mŭr'der ŏŭs	tăb'ŭ lāte	a tŏne'ment
drŭg'gist	hŭ'mŏr sŏme	văp'o rĭze	ap point'ment
lĭn'guist	mĕt'tle sŏme	vŭl'ean ĭze	as sĕŕ'sment
ŏr'gan ist	quar'rel sŏme	joŭr'nal ĭze	re trĕnch'me

Lesson 136.

WORDS FROM VARIOUS LANGUAGES.

Asiatic.		African.	
gǒng	eō'ly	bārb	fūs'tian(chan)
jūnk	tōd'dy	bārgē	gu'ln'ea
sīlk	mūš'lin	sāck	gī'rāffe'
sōrgē	eāl'i eo	ī'bis	sātch'el
mān'go	nan keen'	zē'brā	ō'a sīs
rat tǎn'	eāsh'mēre	quāg'gā	ea nā'ry
bam bōō'	būn'gā lōw	pā'per	mo rōē'eo
tý phōon'	o rāng'-ou tǎng	gýp'sy	go rīl'lā

Lesson 137.

WORDS FROM THE AMERICAN INDIAN LANGUAGES.

squaw	ea nōē'	eō'pal	hōm'i ny
māize	rae eōōn'	jāl'ap	o pōs'sum
mōose	pa pōōse'	wam'pum	tǎp i ō'eā
skūnk	wīg'wam	quī'nīne	mōē'ea sin
guā'no	hām'mock	to bāē'eo	tōm'a hawk

NOTE. — It will be observed that the above words are all nouns, and are the names of things peculiar to America.

Lesson 138.

RAILROAD TERMS USED IN THE UNITED STATES AND ENGLAND.

American.	English.	American.	English.
trăck	līne	hōrse eār	trām
trūcks	bō'gīēš	eow'eātch er	plow
eār	eār'riāgē	eon dūet'ōr	guārd
dē'pōt	stā'tion	ēn gī neer'	drīv'er
fire'man	stōk'er	swītch'ing	shūnt'ing
bāg'gāgē	lūg'gāgē	freight eār	gōōdš wāg'ōn
tūrn'-out	sīd'ing	freight trāin	gōōdš trāin
swītch'es	points	bāg'gāgē eār	lūg'gāgē vān
rāil'rōad	rāil'wāy	tīck'et ōf'fīgē	bōōk'ing ōf'fīgē

Lesson 139.

WORDS FROM VARIOUS LANGUAGES.

Hebrew.		Persian.	
sēr'aph	săp'phîre (săf'îr)	pēach	pā shă'
chēr'ub	jū'bi lee	ghoul	dēr'vîsh
măn'nâ	Phăr'i see	dî vān'	jăs'mîne
ā mēn'	ho săn'nâ	ăz'ure (ăzh')	ear'a vān
hys'sop	eîn'na mōn	bō'rax	scim'î tēr
măm'mōn	le vî'a than	gyp'sum	păr'a dîse
săb'bath	hăl le lū'iaħ(yâ)	mūm'my	lau'da nūm

Lesson 140.

NOUNS DERIVED FROM THE ARABIC.

zē'ro	ăm'û let	nā'bōb	Sār'a çen
ăm'ber	ăl'ka lî	lack'eÿ	drag'o man
sîr'up	ăl'eo hōl	eā'lip̄h	as sās'sin
ăt'tār	ăl'ge brâ	sŭl'tan	mu êz'zin
eđf'fee	ăl'ehe mÿ	hā'rem	zē'nîth
mō'hâir	ehēm'is try	mon sōon'	ăz'î mŭth
shēr'bet	tăl'is̄ man	sî mōom'	ăr'a bēsque
năph'thâ	tăm'a rînd	sî rōe'eo	măs quer âde'
Kō'ran	ăr'ti chōke	e lîx'îr	măg'a zîne'

Lesson 141.

DICTATION EXERCISE. — *Amber* is a fossil resin, so named from its resemblance to *ambergris*. *Sirup* is so written in most English dictionaries, but *syrup* is the form in common use. *Sherbet*, the name of a sweet drink, is allied in its derivation to *sirup* and *shrub*. *Mohair* is a cloth made of fine hair. The word *attar* is also written *ottar* and *otto*; it is generally used in the phrase "attar of roses." *Naphtha* is a light yellow liquid similar in its chemical elements to petroleum. The *Koran* is the sacred book of the Mohammedans. The Arabians were once famous for their advancement in the sciences.

Lesson 142.

SCHOOLS AND INSTITUTIONS OF LEARNING.

grād'ed	eom mēr'cial	ēōl'lēge
nōr'nal	scī en tīf'ie	lŷ çē'um
gīām'mār	pōl y tēeh'nie	īn'sti tūte
prī'ma ry	pa rō'ehi al	sēm'i nā ry
buŷi'ness	thē o lōg'ie al	a eād'e mŷ
mēd'ie al	re fōrm'a to ry	gŷm nā'sī um
elās'sie al	pre pār'a to ry	ū ni vēr'si ty
chār'i ty	īn ter mē'di ate	eon sēr'v'a tō ry
phār'ma cy	āg ri eūl'tūr al	kīn'der gār ten

Lesson 143.

AMERICANISMS OF SPANISH ORIGIN.

An Americanism is a word, phrase, or idiom peculiar to America.

rānch	plāç'ēr	a dō'be	puēb'lō
lās'so	eōr rūl'	sa vān'nā	lār'Y at
plā'zā	stam pēde'	bo nān'zā	plān'tīn
brōn'ehō	gār rōte'	mu lāt'tō	fan dān'go
ca ñon	mūs'tang	mōs qui'to	pal mēt'to
(kān'yūn)	erē'ole	eāl'a bōōse'	āl'li gā tōr

Lesson 144.

MODEL EXERCISE. — *Ranch* or *rancho* originally meant a rude hut for herdsmen, but the word is now almost equivalent to "farm" or "plantation." *Lasso* and *lariat* have nearly the same meaning, and are the names applied to the rope or cord used in catching wild horses and cattle. A *cañon* is a deep gorge between high and steep banks. A *plaza* is a public square in a town or city. A *broncho* is a native California horse. The *mustang* is also a wild horse of the plains. A *placer* is a gravelly place where gold is found. A *corral* is a pen or inclosure for cattle. An *adobe* is an unburnt brick dried in the sun. A *pueblo* is a village or town. A *bonanza*, in mining, is a sudden and extraordinary widening of a vein of silver or gold ore.

Lesson 145.

PLANTS AND FLOWERS.

ěšt'nĭp	pē'o nŷ	mag nō'li ā
mĭlk'weed	ver bē'nā	ge 1ā'ni ūm
flēa'bāne	mār'i gōld	rĥō dō dēn'drōn
mĭl'leĭn	fōx'glōve	hē'li o trōpe
wōōd'bīne	lärk'spūr	mĭ gñōn ětte'
lie'o rĭçe	hŷ'a ċĭnth	lā'dy's slĭp'per
ěōl'um bīne	glād'i ōle	mōrn'ing-glō ry
pēp'per mĭnt	hōl'ly hōck	for gēt'-me-nōt
pēn ny roy'al	ear nā'tion	chrŷs ān'the mŭm

Lesson 146.

AMERICANISMS OF FRENCH ORIGIN.

dĭme	baŷ'ou	prāi'ie	ěāl'ū mēt
bŭtte	gō'pher	grān'gēr	bār'be eue
ěāche	vēn dŭe'	ere vāsse'	ěōn'tra bāndŷ
ċhute	bŭ'reau	quād rōōn'	voy a geŭr'
lēv'ee	pōrt'age	lā erōsse'	(vwā yā zhēr')

Lesson 147.

PAIRS OF WORDS FROM THE SAME ROOT, BUT DIFFERENT IN FORM.

äre	ärch	wĭg	pēr'uke	bāke	bātch
bēnch	bānk	ānt	ēm'met	prāte	prāt'tle
ěārd	chārt	bālm	bal'sam	spĭn	spĭn'dle
ċhāise	chāir	bāse	bā'sis	wāde	wād'dle
chālk	ěālx	choir	ehō'rus	sōup	sŭp'per
chŭrch	kĭrk	elĭme	elĭ'mate	spĭt	spāt'ter
ěōre	heärt	ěŭll	eol'ĵet'	bĭnd	bānd'age
dēll	dāle	eount	eom pŭte'	trŭmp	tĭr'umph
dŭe	dēbt	erāte	hŭr'dle	slĭp	slōp'ing
fōnt	fount	stāte	es tāte'	shōōt	shŭt'tle
gāol	jāil	prĭme	fōre'mōst	shōve	shŭt'fle
nāme	noun	mōrn	mōr'rōw	ereep	erĭp'ple

Lesson 148.

HOMONYMS.

Each word in this and the next lesson represents two or more distinct words, derived from different languages and unlike in meaning, though agreeing in sound and spelling.

bāle	rāçe	pōrt	eā'per	būn'ting
bāste	rāil	erāb	rā'ven	räck'et
hāil	rāke	flāg	ān'gle	rāl'ly
grāve	wāke	häck	bāt'ten	tat too'
jāde	pīle	rānk	gām'mōn	fēr'ret
māy	pītch	rāsh	hām'per	ēld'er
pāge	seāle	sāsh	mān'gle	tēn'der
quāil	sprāy	stīll	pū'pil	eōb'ble

Lesson 149.

bīt	döck	stērn	eūr'ry	rīp'ple
bāy	reel	thrūsh	lūm'ber	līt'ter
foil	rēar	flūsh	stō'ry	līm'ber
gūll	sēal	pūnch	sōr'rel	bīl'let
eūrp	peer	pound	de sērt'	quīv'er
bārk	sōle	deūçe	pōr'ter	erick'et
būtt	erāne	fōrge	rūf'fle	shīn'gle
mārch	sheer	lēague	scūt'tle	swal'lōw

Consult a dictionary for the meanings of the above words.

Lesson 150.

QUOTATIONS FROM EMINENT ROMANS.

"There will ever be a place for virtue."—**Seneca**. "I think the first virtue is to restrain the tongue."—**Cato**. "A picture is a poem without words."—**Horace**. "A falling drop will at last cave a stone."—**Lucretius**. "All great men are in some degree inspired."—**Cicero**. "A desire to resist oppression is planted in the nature of man."—**Tacitus**. "Trust not too much to an enchanting face."—**Virgil**. "For life is not to live, but to be well."—**Martial**. "Nature never says that which Wisdom will contradict."—**Juvenal**. "I came, I saw, I conquered."—**Cæsar**.

Lesson 151.

WORDS FROM THE SAME ROOTS, BUT DIFFERENT IN FORM.

är'my	ar mā'dā	täç'it	rēt'i çent
ho täl'	hös'pi tal	ō'dör	rēd'o lent
re new'	rēn'o vāte	fē'māle	fēm'i nīne
sām'ple	ex ām'ple	ehēm'ist	äl'ehe my
chās'ten	eās'ti gāte	gār'ner	grän'a ry
chām'ber	eām'e rä	pur sūe'	pēr'se eūte
war'den	guārd'ian	pō'tent	pū'is sant
rān'söm	re dēmp'tion	pār'çel	pār'ti ele
ag griēve'	äg'gra vāte	moun'tain	ēm'i nent

Lesson 152.

FORMS OF GOVERNMENT AND NAMES OF OFFICERS.

kīng'döm	ēn'voy	The Cab'inet.	
re pūb'lie	eön'sul	Sēe're tary of Stāte	
dēs'pō tīsm	mīn'is ter	"	" War
mön'areh y	prēs'i dent	"	" Nā'vy
de mōe'ra çy	sēn'a tōr	"	" Trēas'ūr y
öl'i gār ehỹ	eön'gress man	"	" In tē'ri ör
au tōe'ra çy	am bās'sa dör	"	of Ag'rī eul tūre
ār is tōe'ra çy	su prēme' jūdge	Pōst'mās ter	Gēn'er al
ēm'pīre	chīef jū'stīçe	At tor'ney	Gēn'er al

Lesson 153.

WORDS COMPOUNDED FROM TWO DIFFERENT LANGUAGES.

pōle'āx	pie'bald	ō'ver eōat
piēçe'mēal	out vōte'	fōre'eās tle
prēs'sgāng	seāf'fōld	mount'e bānk
līfe'guārd	gūn'wale (gūn'nēl)	hārp'si ehōrd
pīnk'-eyēd	brīck'bāt	frānk'īn çēnse
trāin'oil	eūp'bōard	hōb'by hōrse
hēir'loom	blāck'guārd	sāl'tçēl lār
pēa'-jack et	(blāg'gärd)	eoun ter äet'

Lesson 154.

VERBS FROM THE LATIN THROUGH THE FRENCH.

ũ'til ĭze	mōd'i fīed	em bēl'lished(t)
rēe'og nīze	rēp'ri mānd	sū per sēd'ed
rēe'on ċīle	sūp'plē ment	mān t fāe'ttūre
ad mōn'ish	en ċīr'ele	rēe on uoi'ter
ae eōm'plish	re līn'quish	de mōr'al ĭze
dis pār'age	pre dēs'tīne	dis eoun'te nançe
ĭn ter ċēpt'	sur rēn'der	a mēl'io rāte(yō rāt)
ĭn ter lāçe'	prē or dāin'	eoun ter bāl'ançe

Lesson 155.

NAMES OF CIVIL OFFICERS.

māy'ōr	gōv'ēr n'ōr	āl'der man
būr'gess	trēas'ūr er	eōn'sta ble
shēr'iff	au'dī tōr	māg'is trāte
bāil'iff	re eōrd'er	eon trōl'ler
tīp'stāff	rēg'is ter	sū per vīs'ōr
nō'ta ry	eol lēt'ōr	eom mīs'sion er
eōr'o ner	as sēs's'ōr	eoun'ċil man
sur vey'ōr	in spēet'ōr	pro thōn'ō tā ry

Lesson 156.

ADJECTIVES FROM THE LATIN THROUGH THE FRENCH.

ār'dent	āb'stī nent	in dīf'fer ent
frē'quent	ae eōrd'ant	im pēr'ti nent
dōr'mant	eon eōrd'ant	im pēn'i tent
flā'grant	re pūg'nant	ir rēv'er ent
poign'ant	o mēi'gent	ir rēl'e vant
fēr'vent	dīs'so nant	ex ōr'bi tant
rēe're ant	ĭm'po tent	eon eōm'i tant
in elēm'ent	eōi'pu lent	be nēv'o lent
trans pār'ent	eōm'plāi šant	mu nīf'i ċent

— Verb nouns from the above adjectives by changing final *t* in the first column to *cy*, and in the second and third columns to *ce*. Define the dict. — *ardency* = state of being ardent.

Lesson 157.

VERBS FROM THE LATIN ENDING IN *ATE*.

ăb'ro gāte	lū'bri eāte	a bōm'ī nāte
făb'ri eāte	eo ōp'er āte	e nū'mer āte
flū'e'tū āte	ex pōs'tū lāte	e măn'çi pāte
făs'çi nāte	pŭne'tū āte	de căp'i tāte
ĕx'e eiāte	mĕd'i eāte	de pōp'ŭ lāte
dis'si pāte	e mǎ'ci āte (shĭāt)	dis erĭm'i nāte
mĕ'di āte	in vĭg'ŏr āte	in vĕs'ti gāte
ĕm'a nāte	at tĕn'ŭ āte	ex ăg'gĕr āte
pĕr'son āte	per pĕt'ŭ āte	an tĭç'i pāte

Form nouns from the above verbs by changing final *e* to *ion*.

Lesson 158.

TERMS USED IN LAW.

eōde	ar rĕst'	ĕq'ui ty	hōm'ī çide
writ	as sĭgn'	war'rant y	măn'slaugh ter
bōnd	fĕl'o ny	sub pœ'nā	at tăch'ment
dĭ'gest	bûr'glār y	man dā'mus	eom mĭt'ment
lĭ'bel	plāin'tiff	in jŭne'tion	eon ve'y'ance
jŭ'ry	de fĕnd'ant	at tō.'ney	ăf fi dā'vit
ăr'son	eon vĭe'tion	eoun'sel ōr	dep o ŭ'tion
fōre'man	ae quĭt'tal	so liç'it ōr	ăr bi trā'tion
stăt'ŭte	chăn'çer y	băr'ris ter	re eōg'ni zance

Lesson 159.

QUOTATIONS FROM EMINENT GREEKS.

"Know thyself." — **Solon**. "Consider the end." — **Chilo**.
 "Avoid extremes." — **Cleobulus**. "Seize time by the forelock." — **Pittacus**. "Nothing is impossible to industry." — **Periander**. "Bear thy lot, nor shed these unavailing sorrows o'er the dead." — **Homer**. "It will not always be summer." — **Hesiod**. "Knowledge without justice ought to be called cunning rather than wisdom." — **Plato**. "Plato is dear, but truth is more dear." — **Aristotle**.

Lesson 160.

ADJECTIVES FROM THE LATIN ENDING IN -ANT OR -ENT.

ăm'bi ent	re fül'gent	in ăl'e gant
eom plā'cent	in sūr'gent	bel lig'er ent
eom pō'nent	re eūm'bent	ī tīn'er ant
eōn'flu ent	ef fül'gent	pro tū'ber ant
dīf'fi dent	eon tīn'gent	īn eo hēr'ent
rēs'o nant	mēn'di eant	ēv a nēs'cent
rēf'lu ent	īm'mi nent	çir eum jā'cent
sīb'i lant	om nīs'cient	çir eūm'flu ent
rēd'o lent	(om nīsh'ent)	īm prōv'i dent

Lesson 161.

TERMS USED IN POLITICS.

eau'eus	châir'man	eōl'lēague	pōl i tī'cian
vōt'erş	eam pāign'	op pō'nent	lēg'is lā tōr
sūf'frage	prī'ma ry	eom mīt'tee	lēg'is lā tūre
frān'chīse	e lēe'tion	ere dēn'tialş	re pūb'lie an
bāl'lōt	eān'di date	dēm'o erat	e lēe tion eer'
re tūrņş'	dēl'e gate	dēm'a gōgue	eon stīt'ū ents
plāt'fōrm	eon vēn'tion	mā jōr'i ty	ad mīn is trā'tion
eān'vass	nōm i nee'	mī nōr'i ty	in au gu rā'tion

Lesson 162.

ADJECTIVES FROM THE LATIN THROUGH THE FRENCH.

fēa'şi ble	in fū'şi ble	in sēn'si ble
īm mū'ta ble	in ēf'fa ble	ā mē'nā ble
il lēg'i ble	de lēe'ta ble	in trāet'a ble
īm plā'ea ble	eom pāt'i ble	in vūl'ner a ble
īm pāl'pa ble	īm piēg'na ble	īr re prēss'i ble
in fāl'li ble	in frān'gi ble	īr re elāīm'a ble
īm pōrt'a ble	in īm'i ta ble	īr re triēv'a ble
īm prōb'a ble	in ăl'i gi ble	In eom būs'ti ble

What suffixes and prefixes are used in the above words? What is the meaning of the suffixes -able and -ible? What is the force of the prefix -, and what forms does it take in the above?

Lesson 163.

ADJECTIVES FROM THE LATIN ENDING IN -OUS.

nõx'ioũs	pro pĩ'tioũs	in sĩd'i oũs
(nõk'shũs)	e grē'gioũs	im pē'r'vi oũs
ĩm'pi oũs	lĩ çēn'tioũs	ob sē'qui oũs
ãm'o roũs	ju dĩ'cioũs	am blĩg'ũ oũs
är'dũ oũs	çä pā'cioũs	grä tũ'i toũs
lũ'di eroũs	rä pā'cioũs	vo lũp'tũ oũs
sũmp'tũ oũs	stu pēn'doũs	ab stē'mi oũs
frĩv'o loũs	eon tĩg'ũ oũs	dis eoũr'te oũs
flä gĩ'tioũs	fas tĩd'i oũs	pũ sil lãn'i moũs

Form nouns from the above adjectives by suffixing -ness.

Lesson 164.

NAMES OF VEHICLES, HARNESS, ETC.

dräy	ba røuçhe'	hũb	hal'ter
eõach	phä'e tõn	tĩre	brĩ'dle
dõg'eärt	chä'r'i õt	spøke	snälf'le
se dãn'	õm'ni bũs	fēl'løe	blĩnk'erş
sũlk'y	çä'r'ry all	thĩllş	erup'per
bũg'gy	røck'a wäy	lĩnch'pĩn	mär'tĩn gal
drøs'ky	wäg õn ãtte'	äx'le tree	sũr'çĩn gle
çou pē'	päl an quĩn'	erøss'bär	breech'ĩng (brĩch)

Lesson 165.

QUOTATIONS FROM EMINENT FRENCHMEN.

"The wisest man is generally he who thinks himself least so."—**Bolleau**. "The study of Truth is perpetually joined with the love of Virtue."—**Casaubon**. "Chance—or, as it is termed here, Fortune—does not govern the world."—**Montesquieu**. "The most manifest sign of wisdom is continued cheerfulness."—**Montaigne**. "The path to literary fame is more difficult than that which leads to fortune."—**Voltaire**. "If Acre had fallen, I would have changed the face of the world."—**Bonaparte**. "Right is the innermost part of man."—**Victor Hugo**.

Lesson 166.

NOUNS DERIVED FROM THE LATIN.

văe'û ŭm	ăd'vo ea cy	rêe og nî'tion
eòl'an der	es eũtch'eòn	eòn tra dîe'tion
ăi'ne eũre	e quês'tri an	rêm i nîs'çençe
băch'e lör	êl o eũ'tion	çen tẽn'ni al
eòn'di ment	dês ti nă'tion	ven trîl'o quîst
pên'dû lŭm	În dig nă'tion	ve lõç'i pēde
bî tũ'men	Îm pre eă'tion	be nêl'i çençe
dî mên'sion	pro pên'si ty	re pōç'i to ry
re gă'li ă	ver uăe'û lăr	ăn ni vēr'sa ry

Lesson 167.

PHILOSOPHICAL AND SCIENTIFIC INSTRUMENTS.

blōw'pîpe	ă lēm'bie	têl'e seōpe
hour'glăss	re çēiv'er	mî'ero seōpe
ăi'r'pŭmp	re tōrt'	stē're o seōpe
sŭn'dî al	dis chăr'ger	spêe'tro seōpe
ôb'jeet glăss	quăd'rănt	bă rôm'e ter
răin gă'uge	eăm'e ră	ther môm'e ter
ôp'er ă glăss	eòm'pass	têl'e phōne
spîr'it lēv'el	the ôd'o lîte	phō'no grăph

Lesson 168.

WORDS FROM THE GREEK THROUGH THE FRENCH.

ăd'a mant	hēr'e sy	prō'to tŭpe
ăn'ti dōte	găl'ax y	prō'to măr tyr
ăr'ehe tŭpe	pro lîf'ie	as trôl'o gy
çen'o tâph	răp'so dy	e eòn'o my
ôb'e lîsk	seôr'pi ôn	e eòn'o mîze
lêth'ar gy	pêd'a gōgue	ăl'a băs ter
păr'a ble	sŷl'lo gîsm	săl'a măn der
păr'ox ŷsm	păn'to mîme	hŷ pœ'ri sy
bôm ba zîne'	a nôn'y mōis	tô pōg'ra phŷ

Lesson 169.

WORDS OF GREEK ORIGIN.

cý'elōne	mā'ni āe	mý thōl'o gy
frān'tie	ôr' tho dōx	the ôl'o gy
frēn'zy	mās'to dōn	phýs'i ôl'o gy
sýmp'tóm	ehrōn'i ele	phe nōm'e nōn
sým'me trý	mým'ie rieş	ea tās'tro phe
ā nāl'y sīs	sýn'o ným	erýs'tal line
ath lēt'ie	pseū'dō ným	ee elē şi ās'tie
phý ş'i'cian	au'to gráph	en thū şi ās'tie
āt'mōs phēre	dī'a lōgue	ehār ae ter is'tie

Lesson 170.

SYNONYMS DERIVED FROM DIFFERENT LANGUAGES.

Greek.	Latin.	English.
býsh'óp	sū per vīş'ōr	ō ver seer'
a pōs'tle	mīs'sion a ry	fōre'rūn ner
e pīs'tle	lēt'ter	wīt'ing
ām'nes ty	ob līv'i ōn	for gēt'ful ness
āp a thēt'ie	in sēn'si ble	un feel'ing
a mōr'phōis	in fōrm'al	shāpe'less
a nōm'a lois	ir rēg'ū lar	law'less
a nāl'o gy	ōr re spōnd'ençe	like'ness

Lesson 171.

NAUTICAL TERMS, AND VESSELS.

tūg	pī'lót	gūn'bōat	eūt'ter
hūll	rūd'der	līfe'bōat	pāck'et
prow	gāng'wāy	ī'ron elād	gāl'ley
stērn	hātch'wāy	lōg'bōok	eruş'er
hēlm	grāp'nel	tōn'nāge	whēr'ry
keel	hawş'er	steer'āge	frīg'ate
dēck	ēāp'stan	būlk'hēad	pīn'nāçe
shrouds	rīg'ging	pūrs'er	stēam'er
ēār'go	plūm'met	stew'ārd	pro pēl'l

Lesson 172.

SPECIAL DRILL ON PRONUNCIATION.

Words in which *a* is sometimes Improperly Sounded as short *ä*.

ä'pex	rä'dix	Dän'ish	ver bā'tim
dä'tä	glä'mour	ä'pri eöt	sa gā'ciöus
mā'gī	blä'tant	plä'eä ble	au dä'ciöus
lä'mä	än'cient	sä'li ent	līt ē iä'tī
gā'lä	pal'frey	trä'ehe ä	ül ti mā'tum
pä'trön	sau'çer	frä'ter nīze	İg no iä'mus
mā'trön	fa'l'chion	ar eä'num	äp pa rä'tus
grä'tis	mus täçhe'	sul tä'nä	eöm pä'trī öt
pä'thös	plä eärd'	vī vā'ciöus	ex pä'ti äte(-sh-)

Lesson 173.

Do not give *a* its short sound in these words.

drä'mä	wäft'ed	ä lās'	hal'bērd
pälm'er	äft'er	a ghäst'	seäl'löp
bälm'y	räft'er	a gäpe'	stal'wärt
eälm'ly	län'çer	be hälf'	was'sail
wräth'y	gäsp'ing	äl'mond	squal'id
säun'ter	slänt'ing	läugh'ter	hal'i but
psälm'ist	glänç'ing	älms'house	subäl'tern
gäunt'let	eön'träst	pa lä'ver	Gäel'ie
fläunt'ing	päs'türe	ba nä'nä	shän't

Lesson 174.

Words in which *a* is Improperly Sounded as short *ä*.

stämp	täs'sel	quäg'mire	räsp'bēr ry
vault	äl'wäys	maud'lin	fau'çet
daub	wä'ter	äue'tion	väl'en tīne
groat	faült'less	daugh'ter	mau so lē'um
quäff	be eäuse'	quar'ter ly	gēn e ä'l'o gy
äl'so	quä'sī	glau'ber ite	mīn er ä'l'o gy

Lesson 175.

Be careful not to give **a** in these words the sound which is indicated at the head of the columns.

Not ä .	Not ä .	Not ä .	Not a .
nāpe	eā'ret	bār'rēl	gānt'let
gāpe	hā'rem	oe tā'vo	jāun'ty
eālf	dāi'rŷ	bār'rīēr	däunt'less
äunt	ā'er āte	brā vā'dō	squā'lōr
hālve	un wā'ry	tār tār'ie	māel'ström
eān't	ap pār'el	gār'ru lōūs	āl'ter nāte
hāunt'ed	eā nā'ry	bār ri eāde'	āl'ter eāte
hāunch'eş	Dā'ri ēn	ār'rōw rōōt	de fāl'eāte

Lesson 176.

PRECIOUS STONES AND THEIR COLORS.

tō'paz	yēl'lōw ish	ēm'er ald	green
bēr'yl	blū'ish green	sār'dō nŷx	ōr'ange
ru'by	eār'mīne	ehrys'o līte	gōld'en green
gār'net	rēd	ām'e thŷst	vī'o lēt
ō'pal	mīlk whīte	ear nēl'ian	flēsh rēd
ō'nyx	vā'ri e gāt ed	eār'bun ele	deep rēd
sārd	brown'ish red	tōur'mā līne	blāck
jās'per	erīm'son	dī'a mōnd	trans pār'ent
sāp'phīre	blūe	tur quois'(koiz)	pāle blūe

Lesson 177.

In these words, give **a** the sound indicated.

says (sēz)	Ā'rab	pāg'eant	nā'tion al
saith (sēth)	māt'ŷn	for bāde'	rā'tion al
zouāve	āz'ure(āzh)	sāt'ir īst	sāe'rā m. as a
seārçe	sāt'ire	drām'a tīst	pāt'rōr ^{ce} his
fār'o	fi nā'le(lā)	rāil'ler y	pāg'ea ^s alone,
fāir'y	nās'çent	tāp'es try	sāçe ^{ree} do-
pār'ent	sāe'rī fice(fīz)	vāp'ō rīze	ap,

Lesson 178.

In these words do not give **e** its long sound.

lěst	ěp'oeĥ	pěr'uke	â mĕn'ĭ ty
děaf	pěd'ant	heĭ'noŭs	erĕm'a to ry
pěrt	děe'ade	kĕel'son	nĕp'o tĭsm
hĕard	fĕe'und	prĕf'açe	o bĕs'i ty
tĕn'et	pĕt'rel	prĕl'ate	ob scĕn'i ty
tĕp'id	wĕap'on	shĕk'el	lĕg'end a ry
fĕt'id	zĕal'ot	ĕq'ui ty	prĕd e ĕĕs'sōr
vĕn'ĕe	bĕs'tial(chal)	as ĕĕt'ie	dĕr e lĕ'e'tion
rĕŝ'in	sĕn'nā	tĕn'a ble	dĕp rĭ vā'tion
bĕen (bĭn)	mĕ lee'	hĕr'o ĭne	prĕŝ en tā'tion

Lesson 179.

In case **e** is unmarked, it represents the obscure **ě** which often occurs before **n**, and sometimes before **l**, in unaccented syllables.

dū'ěl	mĭt'tĕn	kĭtch'ĕn	ĭn'no ĕent
fū'ěl	eĕn'ĕĕl	chĭck'ĕn	nū'tri ment
pō'ēm	mār'vĕl	lĕarn'ĕd	vĭ'o lençe
lā'bĕl	mōr'sĕl	quar'ĭĕl	vĕ'hĕ mençe
lĭ'bĕl	nĭck'el	ĕĭt'a del	ĭn'stru ment
erū'ěl	tĭĕv'ĕl	ĭn'fi del	sŭp'plĕ ment
nōv'el	sĕ'quĕl	rĕ'qui ĕm	gōv'ĕrn ment
ĭĕb'ĕl	sŭd'dĕn	rĕv'ĕl ĭŷ	ĭn'tĕr ĕst ing

Lesson 180.

Avoid giving **e** the sound indicated at the head of the columns.

Not ĭ.	Not ĭ.	Not ĕ.	Not ĕ.
yĕt	for gĕt'	fĕ'tiĕh	sphĕ'roid
gĕt	bĕd'stĕad	prĕ'lŭde	â pĕ'ri ent
ŷeek	steel'yard	prĕ'mĭĕr	stĕ'rĭĕ o tŷpe
vayĕk	eōv'er let	ĕ'quā ble	â mĕ'na ble
daubĕr	dĕr'e lĕt	ĕ'go tĭsm	prĕ dĭ lĕ'e'tion
grĕ	rĕm'e tĕr y	ĕ'qui poiŷe	prĕ ma tŭre'ly
c	ĭ's'ter dāŷ	lĕŷ'sŭre ly	prĕ ĕĕd'en ĕy
	nĕf'i ĕent	ĭn hĕr'ent	ĭr rĕ mĕ'di a ble

Lesson 181.

In pronouncing these words do not give the long sound of **I**.

vĭe'ār	dĭ lāte'	săn'guĭne	eow'ārd lĕ
vĭş'ōr	dĭ vēst'	vōl'a tĭle	pre hĕn'sĭle
ōx'ĭde	dĭ vērt'	dĭ plō'mā	mĭ iāge' (vāzh')
fū'tĭle	tĭ rāde'	ĭ tāl'ian	mÿ thōl'o gy
răp'ĭne	bās tĭle'	ĭ tāl'ie	phĭ lōs'o phy
fēr'tĭle	oblique'	lĭb'er tĭne	plĭ lōl'o gy
hōs'tĭle	çhĭ eāne'	erĭn'o lĭne	elan dēs'tĭne
trĭb'ūne	fĭ nĕsse'	mār'ĭ tĭme	in tēs'tĭneş
rĕs'pĭte	gĭ iāffe'	dĭ dāe'ties	dis frān'chĭse
sūb'tĭle	fĭ nānçe'	dĭ ĭcet'ness	mĕr'ean tĭle
brō'mĭde	dĭ vŭlge'	dĭ grĕs'sion	dĭ plō'ma tĭst
ehlō'ĭde	dĭ vōrçe'	fĭn an çĭēr'	phĭl an thrōp'ie

Lesson 182.

WORDS IN WHICH **I** IS INCORRECTLY PRONOUNCED AS SHORT **Ī**.

tĭ'ny	elĭque	dĭ'verse ly	măn dā rĭn'
grĭm'y	eĭr'bĭne	nĭ'hil ĭst	de elĭ'vōus
sĭ'ren	mĭ āş'mā	sĭ'ne eūre	in çĭ'sō ry
fĭ'nĭte	in trĭgue'	Bĕd'ou ĭn	mĭ ero seōp'ie
vĭs'eount	tĭf bŭ'nal	lōng'-lĭved	sĭ mul tā'ne oŭs
O ĭ'ōn	spĭke'nārd	shōrt'-lĭved	săe'ri fice (fĭz)

Lesson 183.

QUOTATIONS FROM EMINENT GERMANS.

"Men find it more easy to flatter than to praise." — **Jean Paul Richter**. "What is the best government? That which teaches us to govern ourselves." — **Goethe**. "A safe stronghold our God is still." — **Luther**. "Outward things are but the coloring of the man." — **Schiller**. "Beneficence is a duty." — **Kant**. "Every man has his own style, like his own nose." — **Lessing**. "Thy actions, and thy actions alone, determine thy worth." — **Fichte**. "Nature is a free domain." — **Humboldt**.

Lesson 184.

WORDS IN WHICH O IS OFTEN IMPROPERLY SOUNDED.

Not ô.	Not ô.	Not ô.	Not ô.
dôst	pôl'lên	fôrt'nîght	ôn'ly
dôth	dôç'île	bêl'lôws	dôn'keÿ
hòv'er	be trôth'	pâ rôt'id	frôn'tiêr
plòv'er	prôd'ûçe	prôb'i ty	în'môst
wônt'ed	prôv'ôst	dôl'ôr oûs	de eô'roûs
eôm'e'ly	fôr'tress	sôp ô rîf'ie	erê'ô sôte
jôe'und	fôre'hêad	hôr'ô seôpe	au tôm'a tôn
nôm'ad	ôa'er oûs	eoûr'te oûs	frôn'tis piêçe

Lesson 185.

WORDS IN WHICH O IS OFTEN IMPROPERLY SOUNDED.

Not ô.	Not ô.	Not ô.	Not ô.
gôd'ly	ae eôst'	flô'rist	plôv'êr
dôg'ged	a erôss'	re vôlt'	môn'grel
eôst'ly	be gône'	vô'ea ble	nôth'ing
eôf'fin	seôff'er	ô'rô tünd	dis eôm'fit
eôf'fee	lân'guor(gwêr)	A dô'nis	eôl'an der
eôm'bat	ôr'i fîçe	pre eô'ciôus	sôv'er eign
eôm'ment	fôr'ger y	pô lô nâîçe'	drôm'e da ry
eôn'eôrd	eôr'rî dôr	pêd'a gô gy	pôm'e'grân âte

Lesson 186.

WORDS CONTAINING H.

wharf	whilst	hêrb'age	hôs'pi tal
nîche	hou'rî	hôs'tler	hû'môr ist
mîleh	hû'môr	ex hâle'	Hû'guê not
fîfth	hûm'ble	ex haust'	shriêv'al ty
chôre	hôm'age	châl'îçe	her bā'ceôus
shrûnk	sā'chem	châl'drôn	her bîv'o roûs
shrîll	whey'eÿ	an chô'vy	ex hîl'a râte
shroud	ex hôrt'	ex hôrt'er	châr'nel house
hrewd	ex hûme'	ex hîb'it	whôr'tle bër rÿ

Lesson 187.

In these words do not give **u** a sound like that of **ö**.

tūne	dū'eal	nū'di ty	blūe blōod
sūit	lū'ere(kēr)	dū'bi oūs	lū'çi fer
lēū	lū'rid	dū'rā ble	glū'ti noūs
deūçe	dūr'ing	nū'mer al	lū'di eroūs
flūke	flū'ent	eū'eum ber	eon elū'sive
flūte	sūit'ör	dī lū'tion	ob tūse'ly
slūiçe	Sū'san	ex elū'sion	e lū'çi dāte
dū'al	hīr sūte'	īn'stī tūte	e lū'so ry
dū'ty	al lūde'	eön'stī tūte	sū per fi'cial
sū'pine	sub dūe'	dīs'so lūte	rēv o lū'tion

Lesson 188.

WORDS IN WHICH **U** IS SOMETIMES IMPROPERLY SOUNDED.

Not silent.	Not ū.	Not u.	Not ū.
jōüst	put	dūe'at	ab strūse'
aw'ful	fīg'ūre	sūp'ple	eön'stiūe
wōe'ful	pul'pit	fūl'sōme	vīr'tū lent
dīēad'ful	hūz zä'	fūl'erum	chē ru'bie
nāt'ū ral	hūç sār'	prūs'sie	ēr'tū dīte
är'dū oūs	trūf'fle	Rūs'sian	tru'ed lent
dōe'ū ment	jū'gū lār	Prūs'sian	gār'rū loūs

Lesson 189.

CORRECT QUOTATIONS AND THEIR AUTHORS.

"When Greeks joined Greeks, then was the tug of war."
 — Lee. "God tempers the wind to the shorn lamb."
 — Sterne. "It is an ill wind that turns none to good."
 — Tusser. "In the midst of life we are in death." — Prayer Book.
 "O solitude! where are thy charms?" — Cowper.
 "Music hath charms to soothe the savage breast."
 — Congreve. "To make a virtue of necessity." — Chaucer.
 "O'er books consumed the midnight oil." — Gay. "Thoughts that breathe, and words that burn." — Gray.

Lesson 190.

WORDS IN WHICH H IS SILENT.

eh̄yle	ĭsth'mus	spĭn'ach(ăj)	hön'ör ä rȳ
eh̄yme	ôr'ehid	eh̄ĭ mē'rā	hā bĭ tu e'
ĭ'ehör	năph'thā	Ĉhal dē'an	Mieh'aēl mas
th̄ym'ȳ	hērb'less	är'eha ĭsm	eh̄ĭ röp'o dĭst
ôr'ehis	är'ehĭves	är'ehĭ tset	eh̄ĭ rög'ra phy
ăsth'mā	tē'trāreh	sĭl hou ętte'	är ehĭ pēl'ā go
lĭ'ehēn	trō'ehēs	ôr'ehes tral	är ehæ ôl'o gy
ehär'tā	dĭs'tieh	är'ehē tȳpe	är ehĭ tsee'tūr al
thā'lēr	Bud'dhĭsm	äreĥ ān'gēl	măeh ĭ ā vėl'ian

Lesson 191.

WORDS IN WHICH T IS SOMETIMES ERRONEOUSLY SOUNDED.

ôf'ten	chās'ten	erô chet'	chěst'nut
sôf'ten	hūs'tle	bou quet'	ə pös'tle(s'l)
hās'ten	thĭs'tle	erô quet'	ĭle o chet'
eās'tle	gĭs'tle	pār quet'	eăb rĭ o let'
lĭs'ten	glĭs'ten	ehĭs'ten	ôf'ten tĭmes
nēs'tle	brĭs'tle(s'l)	wrēs'tle	ehĭs'ten dôm
mois'ten	mĭs'tle	nēs'tling	mĭs'tle tõe

Lesson 192.

WORDS IN WHICH S IS OFTEN IMPROPERLY SOUNDED.

absolve'	blouse	ăd'i pōse	găs'e oŭs
absorb'	nă'sal	eon elū'sive	rēs'o nant
de sign'	bĭs'muth	eör rō'sive	mēs'mēr ĭze
de sist'	dis ärm'	de rĭ'sive	gas ôm'e ter
jo eōse'	dis dāin'	de ĉĭ'sive	pre sēt'ment
mo rōse'	dis sölve'	dis ā'ble	ē lȳ'sian(lĭzh'an)
per sist'	dēs'sert'	dis sēm'ble	Pā rĭ'sian
pos sess'	dis cern'(zērn)	ef fū'sive	rēs'er voir(vwôr)
pre çise'	Jăp ā nēs'e'	e vā'sive	gōōse'bēr ry

Lesson 193.

WORDS IN WHICH *s* IS OFTEN IMPROPERLY SOUNDED.

eon <i>qīse'</i>	ū <i>șûrp'</i>	ex elū'sīve	mā rās'mus
pro fūse'	dis ōwn'	il lū'sīve	lāeh'rȳ mōse
re elūse'	dām'son	in <i>çī'sīve</i>	ex eūr'sion
re sōurçe'	mī <i>șș'mā</i>	in elū'sīve	ex plō'sion
trans æt'	ör'ison	in tru'sīve	eo hē'sion
un truths'	bēn'ison	dēs'ig nāte	Je ru'sa lem
ver bōse'	vēn'ison	dēs'o late	ū <i>șu'ri oūs</i>
wrist'band	Chī nēse'	dif fū'sīve	dȳs'en tēr y
ū'nī sōn	Mōș'lem	dis pos sēs's'	prē sēn'tī ment

Lesson 194.

In these words **th** has its subvocal sound.

pāthș	bōōth	with in'	līthe'sōme
bāthș	sōōthe	be nēath	lōath'sōme
lāthș	mouthș	be quēath	thēnçe'fōrth
mōthș	wrēathș	thīth'er	wrīth'ing
elōthș	blīthe	nēth'er	wōr'thī ness
ōathș	thōugh	brōth'el	ūn der nēath'
wīth	swāthed	al thōugh'	thīth'er ward
thēnçe	lāthe	mouth'ing	shēath'ing

Lesson 195.

In these words **th** has its aspirate sound.

lōth	truths	thē'sis	plēth'o rā
trōth	swāths	ēth'ies	be trōth'al
seāth	shēaths	bā'thōs	lēth'ār gȳ
slōth	heārths	ē'thēr	plē thōr'ie
mȳths	wīāiths	with'y	ēarth'ī ness
wīthe	brēaths	fōrth wīth'	an tīth'e sis
yōūths	rȳthm	ēarth'en	sōōth'sāy er

Lesson 196.

SPECIAL EXERCISE IN SYLLABICATION.

Words of two Syllables sometimes Improperly Pronounced in one or three Syllables.

ā'gěd	sē'riēs	bāl lōon'	tīe'klīsh
loy'al	hūn'grŷ	ēor rōde'	na'u'seoŭs
rē'al	he'i'noŭs	be liēve'	gōr'geoŭs
āl'ien(yen)	jāve'lin	sup pōse'	sei'ive'ner
guā'no	glā'cial	tūn'guent	gēn'ius(yŭs)
jūn'ior(yēr)	trēa'ele	çēre'ment	buŷ'ness
fīl'ial(yal)	eāi's'sōn	brēth'ren	gēn'ial(yal)
flow'er	rŭf'fian(yan)	griēv'oŭs	Wēdneŷ'dāy
ūn'ion(yŭn)	sārçe'nēt	ēor'dial(jal)	bīv'ouăe(wăk)

Lesson 197.

Words of three Syllables sometimes Improperly Pronounced in two or four Syllables.

ā'lī as	mēm'ō rŷ	çīl'ia ry(yā rŷ)	mā'nī ā
ēv'er y	fīn'ēr ŷ	dēs'uē tūde	tīiv'ial
ī'vo ry	nī'çē tŷ	hīs'tō ry	suāv'ī ty
rā'ti o(shī ō)	ôr'de al	slāv'er y	fāe'tō ry
pē'o ny	sēs'ā mē	īm'āge ry	vīe'tō ry
ī dē'al	vē'nī al	mēr'eŭ ry	rēg'tū lār
īn'dī an	vŷç'tū al	ēār'ī ōn	sēv'er al
jō'vi al	fē'al ty	ē'ven ing	lŷ'gī ēne

Lesson 198.

Words Properly Pronounced in three Syllables.

eŭr'so ry	um brēl'lā	e mōl'lient	prōs'per oŭs
lī'bel er	am brō'çi ā	in gēn'ioŭs	bois'ter oŭs
ār'dū oŭs	un lēarn'ed	mēl'īō rāte	seru'pū loŭs
guārd'ī an	pre vēnt'ive	spēc'ial ty	moun'taīn oŭs
mēd'ī çīne	trāv'el er	cōn'quer ōr	stū pēn'doŭs
lau'dā nŭm	tŭne'tū oŭs	chōe'ō lāte	al lē'giance
sēn'ti ent	plā'g'ā īst	dīf'fer ent	mīl lion āire'
'sēn'shī ent)	quan'dā ry	e grē'gioŭs	(mīl yŭn ār')

Lesson 199.

WORDS PROPERLY PRONOUNCED IN FOUR SYLLABLES.

in ěr'ti à(shĭ à)	är tĭf'ĭ ċēr	de liv'ēr y
mĭ nū'ti à(shĭ à)	ex tēm'pō rē	dis eōv'er y
mag nō'li à	ġŷm nā'sĭ um	pe eūn'ia ry(yā rŷ)
e mā'ci āte(shĭ āt)	neŭ iāl'ġĭ à	ġĕn'er al ly
brē'vĭ ā ry	in grā'ti āte(shĭ āt)	substān'ti āte(shĭ)
vāl'ŭ ā ble	lĭ ċĕn'ti āte(shĭ āt)	pre pōs'ter oŭs
ôr'dĭ nā ry	rĭ dĭe'ŭ loŭs	pre sŭmp'tŭ oŭs
eās'ŭ al ly(kāzh)	pro pĭ'ti āte(pĭsh'ĭ)	in sĭd'ĭ oŭs
dān'dĕ lĭ ōn	im mē'dĭ āte	In eon vĕn'ient
pāl'li à tĭve	Be ěl'ze būb	dā guērre'o tŷpe

Lesson 200.

SPECIAL DRILL IN ACCENTUATION.

Words often Incorrectly Accented.

à dŭlt'	ăd drĕss'	prē tĕnse'	ĕt'ĭ quĕtte
à dĕpt'	eā nĭne'	sŭe ċĕss'	ăm ā tĕur'
ăl lŷ'	eōm peer'	trŭs tee'	eōn fĭ dănt'
lā pĕl'	ġĭl māċe'	dis eōurse'	Im prō vĭse'
prō lĭx'	eōs'tŭme	băck'slĭde'	ōp pōr tŭne'
rē ċĕss'	rō mănċe'	ġāin sāy'	Im pōr tŭne'
ae ċĕss'	rē eōurse'	rĕv'er ĭe	tăm bōur ĭne'
ĕx ploĭt'	rē sĕarch'	rĕpār tee'	tăb'leau(lō)

Lesson 201.

CORRECT QUOTATIONS AND THEIR AUTHORS.

"Riches certainly make themselves wings."—**Solomon**.
 "Hang out the banners on the outward wall."—**Shakespeare**.
 "Look before you ere you leap."—**Butler**.
 "Out of mind as soon as out of sight."—**Lord Brooke**.
 "What though the field be lost, all is not lost."—**Milton**.
 "Wise and masterly inactivity."—**Mackintosh**.
 "His image cut in ebony."—**Fuller**.
 "Peace, peace, when there is no peace."—**Jeremiah**.
 "Richard is himself again."—**Colley Cibber**.
 "To the manner born."—**Shakespeare**.

Lesson 202.

WORDS OFTEN INCORRECTLY ACCENTED ON THE FIRST SYLLABLE.

vá gā'ry	mú sē'um	an tǐp'o dēs
pý rī'tēs	hō rī'zōn	an nī'hī lāte
op pō'nent	eū rā'tōr	ob jū'r'gā ted
in quī'r'y	sub sīd'ençe	eāl lī'ō pē
ple bē'ian (yan)	eon dō'lençe	dēe lī nā'tion
as pīr'ant	ae elī'māte	tē lēg'rā phy
eog nō'men	de eā'dençe	eal līg'rā phý
prō mǔl'gāte	ē nēr'vāte	lī thōg'rā phēr
qý līn'drīe	pre cēd'ençe	Pōm pe'ii (pā'yē)

Lesson 203.

WORDS OFTEN INCORRECTLY ACCENTED ON THE SECOND SYLLABLE.

āb'ā eūs	Ār'ā ble	eō ad jū'tōr
ehōl'ēr īe	Čau'eā sūs	eōl ōs sē'um
īn'tē gral	eōm'mū nīqm	eōn'ser vā tōr
īn'ter īm	eōn'vēr sant	dē fāl eā'tion
ōr'dē al	eōm'plāi sānçe	hý mē nē'al
čēn'tū ple	blās'phē moūs	āth ē nē'um
eōn'gē nēr	chās'tīse ment	dēv as tā'tion
bē'hē mōth	mīs'chiē voūs	ēm ēn dā'tion

Lesson 204.

WORDS OFTEN INCORRECTLY ACCENTED ON THE SECOND SYLLABLE.

tō'wārdş	Nēm'ē sīs	prēf'ēr ā ble
pūr'pōrt	ēx'em plā rý	prō'bā tō ry
trāv'ērse	dēs'pī eā ble	sūb'lū nā ry
čhīv'al roūs	eōm'pā rā ble	īn'di eā tō ry
ēx'plē tīve	lām'ēn tā ble	ōb'lý gā tō ry
eōn'tū mē ly	rēf'ēr ā ble	bāp'tīs tēr y
īn'vēr tō ry	rēp'ā rā ble	dīs'pū tā ble
rēv'ō eā ble	pēr'ēmp tō ry	dēm ō nī'ā eal
ōn'tū mā qý	ōr'thō ē pý	eōr'ōl lā ry

Lesson 205.

WORDS OFTEN INCORRECTLY ACCENTED ON THE THIRD SYLLABLE.

ðb'sò lēte	gūm ār'ā bīe	ag grān'dīze ment
mis eðn'strūe	mā nī'ā eal	phò tōg'rā phēr
ād'mī ral ty	pŷ rām'ī dal	in ēx'ò rā ble
āl'le gò rīst	hŷ drōp'ā thŷ	īr rēp'ā rā ble
eār'ī eā tūre	al lōp'ā thy	īr rēv'ò eā ble
āp'pro bā tīve	ehāl çed'ò ny	īr rēf'rā gā ble
māy'ōr āl ty	eðn eū'bī nāge	in dīs'pū tā ble
lēg'īs lā tūre	çen trīf'ū gal	in eòm'pā rā ble
ad vēr'tīse ment	rēc ī tā tīve'	in dīs'sò lū ble

Lesson 206.

WORDS DISTINGUISHED BY ACCENT.

Nouns.	Verbs.	Nouns.	Adjectives.
æ'cent	ae çent'	Æu'gust	au gūst'
īn'sult	in sūlt'	eòm'paet	eòm pǣt'
eðn'viet	eðn vīet'	ēx'pert	ex pērt'
eðn'test	eðn tēst'	sū'pīne	sū pīne'
prōd'ūçe	prō dūçe'	gal lānt'	gāl'lant
eðn'verse	eðn vērse'	mīn'ute	mī nūte'
eòm'pound	eòm pound'	īn'va līd	in vāl'id
āb'straet	ab strāet'	prēc'ē dent	pre çed'ent

Lesson 207.

WORDS WHICH ARE DISTINGUISHED BY STRESS IN PRONUNCIATION.

Nouns.	Verbs.	Adjectives.	Verbs.
prēd'ī eāte	prēd'ī eāte	dēs'o lāte	dēs'o lāte
ās'pī rāte	ās'pī rāte	īn'tī māte	īn'tī māte
dēl'e gāte	dēl'e gāte	mōd'er āte	mōd'er āte
ād'vo eāte	ād'vo eāte	prōs'trāte	prōs'trāte
āg'gre gāte	āg'gre gāte	ān'ī māte	ān'ī māte
as sō'cī āte	as sō'ci āte	de līb'er āte	de līb'er āte
sub ôr'dī nāte	sub ôr'di nāte	ar tīe'tī lāte	ar tīe'tī lī

Lesson 208.

Words which are sometimes Improperly Pronounced Alike, but which Differ both in Meaning and in Pronunciation.

bā'bəl	bāb'ble	čəl'ěr y	sāl'a ry
eā'ble	eā bāl'	equ'ī er	eūr'rī er
ehō'ral	eōr'al	fōrm'al ly	fōr'mēr ly
eār'nal	chār'nəl	in čī'siōn	in sī'tiōn
eāl'loūs	chāl'īče	sŷm'mé try	čēm'ě tēr y
eal'drōn	chāl'drōn	eom plā'cent	eōm'plai sāt
bōr'ough	bōr'rōw	ē lī'siōn	ē lŷ'sian
gēs'tūre	jēst'er	go ril'lā	guēr ril'lā
tīm'bəl	hūm'ble	in gēn'ioūs	in gēn'ū oūs
pīl'lār	pīl'lōw	ēl'ī gī ble	il lēg'ī ble
āe čēpt'	ex čēpt' (čk)	eōn'fī dent	eōn fī dānt'
lēav'en	ē lēv'en	pōp'ū loūs	pōp'ū lāče
pe lisse'	pō liče'	ēm'ī grāte	īm'mī grāte

Lesson 209.

Words to be Carefully Distinguished in Spelling and in Use.

al'ter,	to change. [ings.	eāp'ī tal,	a chief city.
al'tar,	a place for offer-	eāp'ī tōl,	a state'house.
ex pēt',	to look for.	eāl'en dār,	an almanac.
sus pēt',	to mistrust.	eāl'en dēr,	a machine.
fūr'ther,	additional.	prīn'čī ple,	rule of action.
fār'ther,	more distant.	prīn'čī pal,	chief; head.
čēs'sion,	a giving up.	lŷn'ī ment,	an ointment.
sēs'sion,	a sitting.	lŷn'ě ā ment,	features; form.
eoun'čil,	an assembly.	eōm'plī ment,	to praise. [ber.
eoun'sěl,	advice.	eōm'plē ment,	the full num-
stāt'ūe,	a carved image.	stā'tiōn ā ry,	fixed. [rials.
stāt'ūte,	a law. [ment.	stā'tiōn ěr y,	writing mate-
re čēipt',	an acknowledg-	light'en ing,	making light.
čī'pē,	a prescription.	light'ning,	electricity.

I.—REVIEW AND TEST WORDS.

<i>awe</i>	<i>seraw</i>	<i>sī'lex</i>	<i>dis till'</i>	<i>lōdg'ment</i>
<i>wry</i>	<i>shēld</i>	<i>tȳ'rōş</i>	<i>de bauch'</i>	<i>stûr'geon</i>
<i>ădz</i>	<i>slūiçe</i>	<i>ō'ehēr</i>	<i>fă tigue'</i>	<i>heīght'en</i>
<i>buȳ</i>	<i>plăque</i>	<i>lū'ere(kēr)</i>	<i>de fault'</i>	<i>pōul'tiçe</i>
<i>dey</i>	<i>ehrlsm</i>	<i>ōf'fal</i>	<i>rou tīne'</i>	<i>trēa'tise</i>
<i>ewe (ū)</i>	<i>eliq̄ue</i>	<i>gȳp'sy</i>	<i>eon çeit'</i>	<i>twēe'zerş</i>
<i>sou</i>	<i>mōrgue</i>	<i>eō'eōa</i>	<i>be siēge'</i>	<i>wīst'let</i>
<i>guȳ</i>	<i>schīst</i>	<i>au'dit</i>	<i>de çēive'</i>	<i>plān'tāin</i>
<i>twō</i>	<i>lāunch</i>	<i>jūi'cy</i>	<i>bre viēr'</i>	<i>shēp'hērd</i>
<i>āye</i>	<i>sleigh</i>	<i>gaud'y</i>	<i>as sault'</i>	<i>jāun'diçe</i>
<i>ōwe</i>	<i>bisque</i>	<i>sȳn'ōd</i>	<i>eā priçe'</i>	<i>lūnch'eon</i>
<i>fīr</i>	<i>zouāve</i>	<i>ăl'phā</i>	<i>seā lēne'</i>	<i>knāp'sāck</i>
<i>kēn</i>	<i>rhȳthm</i>	<i>hā'lōş</i>	<i>euī şīne'</i>	<i>awk'wārd</i>

II.—REVIEW AND TEST WORDS.

<i>hȳmn</i>	<i>gāuge</i>	<i>frīēnd</i>	<i>mul'leȳ</i>	<i>quar'an tīne</i>
<i>bāde</i>	<i>guilt</i>	<i>erēase</i>	<i>psal'ter</i>	<i>rheu'mā tism</i>
<i>hēir</i>	<i>mēant</i>	<i>sēarch</i>	<i>tour'ist</i>	<i>joûr'nal ist</i>
<i>beau (bō)</i>	<i>wrōng</i>	<i>drēdge</i>	<i>worst'ed</i>	<i>trou'bā dour</i>
<i>fete (fât)</i>	<i>eaūse</i>	<i>hāunch</i>	<i>rān'sack</i>	<i>guil'lo tīne</i>
<i>wrēn</i>	<i>gauze</i>	<i>brōoch</i>	<i>trup'fle</i>	<i>pēn'tā teueh</i>
<i>āche</i>	<i>squaw</i>	<i>yēast</i>	<i>eush'ion</i>	<i>fôr'fel tūre</i>
<i>fiēf</i>	<i>vērgē</i>	<i>frīēze</i>	<i>joûr'ney</i>	<i>chānge'ā ble</i>
<i>yaw</i>	<i>pūrge</i>	<i>phrāse</i>	<i>çhām'ois</i>	<i>eōl'pōr tēur</i>
<i>lȳnx</i>	<i>nīēçe</i>	<i>plāgue</i>	<i>floûr'ish</i>	<i>tour'nā ment</i>
<i>lōeh</i>	<i>knēad</i>	<i>fleeçe</i>	<i>pī'quant</i>	<i>phōs'phōr ūs</i>
<i>rāid</i>	<i>sēize</i>	<i>sphēre</i>	<i>eām'phōr</i>	<i>fīd'lēk ing</i>
<i>gout</i>	<i>siēge</i>	<i>hēarse</i>	<i>eāi'tiff</i>	<i>fīd'lē some</i>
<i>ealk</i>	<i>scēne</i>	<i>lēague</i>	<i>mēa'sleş</i>	<i>ōph'ī eleīde</i>
<i>gnaw</i>	<i>thiēf</i>	<i>tiērçe</i>	<i>trēa'ele</i>	<i>pā pe teriē'</i>

III.—REVIEW AND TEST WORDS.

jeān	fōsse	sōl'āce	plau'ſi ble	re liēve'
skei'n	lūrch	gew'gaw	trāce'ā ble	af frōnt'
gīst	pērch	liz'ārd	blām'ā ble	sue eūmb'
jilt	gōurd	wēa'sel	tałk'ā tīve	ās suāge'
veil	swōrd	çit'rōn	vēr'di grīs	eon tēm'n'
jōwl	knāve	pēo'ple	he gī'rā	ōf fēnse'
gōal	neigh	lē'gion	sŷn'dī eāte	un kēmp't'
dōle	nōtch	flee'cy	sāt'ēl līte	eon dīgn'
gnāt	pique	nōv'īce	sphēr'īe al	khe dive'
wrāp	lēash	mēn'āce	ār'eh' tset	eash iēr'
tōmb	wreck	tōe'sin	hār'lē quīn	de scēnd'
dēbt	knife	doū'ble	sēp'ul ehēr	oblique'
bōmb	style	hēif'er	vēr'tē bræ(brē)	fī nēsse'
nūmb	rheum	slūi'cy	pēace'a ble	tōn tīne'
pawn	route	prīm'er	phŷs'ī çist	ān tique'

IV.—REVIEW AND TEST WORDS.

ne'er (nār)	waltz	ūr'ban	erŷs'tal līze	eō quēt'
whēy	psālm	zē'rōs	squal'id ness	as sīgn'
whōm	thīgh	bālm'y	shēp'hērd ess	ā piēce'
tōur	doubt	nā'ive	eh'īs'ten dōm	mā lign'
çŷst	pshaw	sīr'up	mār'chiōn ess	re liēf'
gībe	squab	eī'der	mīs'chiē vōts	be nūmb'
līmn	knēlt	eŷ'ing	blās'phē moūs	de çēit'
knee	deign	bay'ou	erŷs'tal līne	pā trōl'
eīlf	deūce	ēp'ōeh	quīēs'çençe	pā rōle'
lawn	ehŷme	sīb'ŷl	quīn tēs'sençe	en rōll'
writ	ehāsm	sā'tŷr	belles-lēt'tres	o pāque'
pālm	griēf	sāl'ad	eōn noīs seūr'	se çēde'
fērn	sēine	ān'īse	pōme'grān āte	ex hōrt'
czār	trŷst	sug'ār	hānd'kēr chīef	de brīs'
wālk	ēaveç	sō'lōs	īm mōr tēlles'	ā ghāst'

V.—REVIEW AND TEST WORDS.

gäunt	wäy'wärd	ī rās'çī ble	ās'y'lum
läugh	Tües'däy	ex'ön'ēr äte	hī ä'tus
yacht	mür'raīn	gym nā'sī ūm	etū rē'kā
hälve	trou'ble	hÿ pēr'bó lē	mÿr'ī ad
groat	tön'näge	ig nīt'ī ble	rär'ē fy
fēoff	dūn'geon	pnetū mō'nī ā	päç'ī fy
tulle	knue'kle	hÿ pōe'rī sÿ	äl'kā lī
guide	noür'ish	ae eör'dī on	sīn'ew y
ghoul	erēv'īçe	ēs'pī ō näge	rā'dī ūs
thyme	jēal'ōūs	hēm'ī çy ele	Bēd'ou īn
mület	ēs'sençe	dróm'ē dā rÿ	sīr'lōin
nīche	vēs'tīge	eöt y lē'don	ghēr'kin
fraud	pīl'lāge	ām au rō'sis	pöl'ī çy
broad	zēal'ōūs	eāb rī ō let'	lēg'ā çy
knöll	çīs'tērn	mīn'ī ā türe	sÿz'y gÿ

VI.—REVIEW AND TEST WORDS.

shrewd	rou lētte'	om nīs'cient	spēr mā çē'tī
hōarse	be quēath'	in trīgu'ing	säç ēr dō'tal
thrall	dis guīse'	chärge'a ble	dīph thē'rī ā
sprawl	eō ērçe'	eön de scēnd'	ex'ōr'bī tant
slēdge	ha rāngue	brön ehī'tis	rēc'ī tā tīve'
sphinx	re priēve'	dīs hā bīlle'	seär lā tī'nā
twitch	fūr'lōugh	ō bēi'sançe	lär yn gī'tis
smīrch	mōrt'gäge	out rā'geotīs	ehäl çed'ō nÿ
ehrōme	phēas'ant	at tēnd'ançe	pän ā çē'ā
mōsque	grōt'tōes	at tēnd'ants	pän'ē gÿr ist
sponge	trō'phīes	säe'ehā rīne	pīe'cā lī lī
douche	joür'neÿs	rēn'dēz vōus	in dīet'ā ble
should	tīngē'ing	hēm'ör rhäge	rhi nōç'ē rōs
sehool	vīs'eount	lāeh'rÿ mōse	lī lī ā'ceotīs
drought	fāl'chion	sī hōu ötte'	pöl'y thē īr

VII.—REVIEW AND TEST WORDS.

shēaf	erīm'son	āl'eħə mý	eol læt'í blə
chīēf	bls'euit	sýn'eò pē	eør us eā'tion
guile	erýs'tal	dý'nà mīte	re sūs'çl tātə
ehýlə	chīm'neý	eāl'ā mūs	ān te pás'eħal
eight	fāsh'ion	sýn'ò ným	sū per fī'cial
aisle	eaus'tie	çēr'tí fy	eog nös'çl blə
ehōrd	vīl'laIn	nūs'ēr ý	í sōeh'ro notus
dōugh	çēr'taIn	pēr'fí dý	trī sýl'lā blə
feign	dōl'phIn	māt í nee'	lēg er de māin'
scēt	āid'ançe	eāl'í bēr	āv oir dū pois'
fūrze	sōph'ist	al bī'nōş	līl li pū'tian
bīlge	eōn'quēr	hāl'çý ōn	eal līg'rā phý
rīdge	sūr'felt	tēr'mī nī	trān quīl'li ty
gnōme	bīl'ioūs	oe tā'vōş	sāe rī lē'gioūs
quash	scēp'tēr	nēb'ū læ(lē)	trāns fū'şl blə

VIII.—REVIEW AND TEST WORDS.

pæ'an(pē')	guIn'ēa	ehlō'ral	dāe'týl
sā lōn'	yeō'man	stōm'aeħ	līq'uør
pā shā'	rē'gion	lēop'ārd	gōr'gōn
bāt'ōn	sāl'm'ōn	grām'mār	plāç'id
hý'son	mār'týr	pōul'try	fīr'kin
ā mōur'	elām'ōr	wīd'geōn	ōr'phan
ā dieū'	kīr'tle	eōl'lēge	mēa'gēr
pýg'mý	tūr'tle	au'tūmn	scēn'ie
nī'tēr	mýr'tle	lān'guōr	çīr'eus
ō'gre(gēr)	pīg'eōn	fīs'sure	jūn'tōş
ō'şīēr	māl'īçe	eūr'taIn	ēeh'ōeş
pōm'āçe	pāl'āçe	quar'tōş	eān'tōş
ōwn'er	tēth'er	eār'gōeş	mōn'eyş
gāy'ly	eau'eus	vāl'leýş	eī'sēş
pew'ter	būn'ion(yūn)	tāl'lēş	las'sōş

IX. — REVIEW AND TEST WORDS.

văç'il lāte	fă tīg'u'ing	Ĳn ter çēde'	lŷmph
făş'çĲ nāte	bē lēa'guēr	sū per sēde'	buĲld
sŷn'ă gōgue	rheu măt'ie	bēl vē dēre'	spērm
hŷp'o erĲte	pōs tĲl'Ĳon	gōn dō liēr'	cha/k
dĲ'ă phiăgm	phĲ Ĳp'pĲe	pō lō năiŷe'	nŷmph
glū'eŷ ness	stō măeh'ie	sūb mă rĲne'	kneel
pseū'dō nŷm	ē grē'gĲoŷs	mōrt gă gee'	wrăth
ăr'quē būs	dē çēit'ful	fĲn ăn çĲēr'	spawn
fĲăg'eō lēt	dis sēi'zin	ēf fēr vēsce'	wrēst
sŷn'thē sĲs	pune tĲl'Ĳo	hōl'ō eaust	erŷpt
sĲb'ŷĲ lĲne	ver mĲl'Ĳon	sōl'ē çĲŷm	worth
brĲe'ă-brăe	ău dă'ciōŷs	pĲēŷ bŷ ter	mĲrth
sōv'ēr elĲn	phŷ ŷĲ'cian	gōn'dō lă	ēarth
bōm bă zĲne'	fĲ năn'cial	sŷe'ō phant	spŷrt
mĲŷ'tle tōe	tae tĲ'cian	at tor'neŷŷ(-tăr-) plŷmb	

X. — REVIEW AND TEST WORDS.

ăş ă fēt'Ĳ dă	shoe'ing	ēm'brŷ o	ō'dōr
gēn e ăĲ'o gŷ	mōt'tōeŷ	eū'phō nŷ	scĲ'ōn
ēr ŷ sĲp'e las	hēr'b'ăge	pŷ'trē fŷ	ă'gŷe
ăb o ĲĲ'Ĳ nēŷ	lămb'kin	vĲt'Ĳ fŷ	ēb'ōn
eōr nu eō'pĲ ă	çĲr'euit	vĲt'rē oŷs	ă'ere(kēr)
Ĳg'nis făt ŷ ŷs	păĲ'freŷ	stŷ'pē fŷ	dŷ'er
ăr ehæ ōĲ'o gŷ	seăĲ'lōp	ăd'dĲ ble	ēp'ie
Ĳeh thŷ ōĲ'o gŷ	lēi'stŷre	chĲe'ō rŷ	vēr'y
hō mō gē'nē oŷs	knăv'ish	dēl'ē ble	ĲĲ'y
eōt ŷ lēd'ōn oŷs	eō'gnac	fŷch'si a	ō'nyx
lăck ă dăi'ŷĲ eal	hăĲ'bērd	(fŷ'shĲ ă)	buŷ'y (biz'zŷ)
băe că lău'Ĳ ē ăte	dŷd'g'eōn	tiă'eĲ ē ă	ăr'id
eon fēe'tion ēr y	fōi'fēĲt	ehōl'ēr ă	ăir'y
phăr mă çeū'tie al	eōn'duŷt	hăĲ'Ĳ but	a wrŷ'
me tēmp sŷ ehō'sis	sŷr'Ĳnge	dēf'Ĳ Ĳit	dŷ ēt'

XL.—REVIEW AND TEST WORDS.

<i>rĥăp'so dŷ</i>	<i>in vē'gle</i>	<i>bəu'lé vārd</i>	<i>bûr lēsque'</i>
<i>psal'ter ŷ</i>	<i>pā vīl'ion</i>	<i>pār'a lŷze</i>	<i>whōle'sōme</i>
<i>jēop'ārd ŷ</i>	<i>çī vīl'ian</i>	<i>pār'tī elē</i>	<i>eūs'pī dōr</i>
<i>rĥēt'ō īīe</i>	<i>mnē mōn'ie</i>	<i>erīt'īe al</i>	<i>pûr'lieūs</i>
<i>kēr'ō sēne</i>	<i>eō ēr'cion</i>	<i>dōm'ī çīle</i>	<i>boûr geoīs'</i>
<i>bār'ŷ tōne</i>	<i>ex ēr'tion</i>	<i>hēe'ā tōmb</i>	<i>eōn'sciēce</i>
<i>pôr'phŷ ry</i>	<i>sŷn ōp'sīs</i>	<i>ăp'o thēgm</i>	<i>zēph'ŷrŷ</i>
<i>pleū'rī sy</i>	<i>dē çēiv'er</i>	<i>ău'dī ençe</i>	<i>wrist'band</i>
<i>sān'hē drīn</i>	<i>mā neu'vēr</i>	<i>laud'ā ble</i>	<i>sehōd'tlēŷ</i>
<i>prōph'ē çŷ</i>	<i>ae eou'ter</i>	<i>pī'quant ly</i>	<i>strŷeh'nīne</i>
<i>prōph'ē sŷ</i>	<i>am brō'şia</i>	<i>băch'e lōr</i>	<i>knōwl'edge</i>
<i>păss'ā ble</i>	<i>lo ġī'cian</i>	<i>çŷl'in der</i>	<i>eaout'choue</i>
<i>păs'sī ble</i>	<i>me mēn'tōŷ</i>	<i>măs'sā ere(kēr)</i>	<i>eōrn'staŷk</i>
<i>sē'erē çŷ</i>	<i>me tăl'lie</i>	<i>rē veil'le(yā)</i>	<i>Līslē glōve</i>
<i>ēe'stā sŷ</i>	<i>çe phăl'ie</i>	<i>sī rōe'eōŷ</i>	<i>Bud'dhŷm</i>

XII.—PRONOUNCING TEST.

A lenient parent asked his dutiful daughter what idea had possessed her presumably decorous aunt to accost the schoolmaster with such a virulent tirade of raillery. The inquiry demonstrated that the erudite conservator of pedagogy, who had been her enthusiastic coadjutor in orthoepy, had piquantly found fault with the matron's pronunciation, and she, therefore, flew into a vehement passion. With sovereign disdain she objurgated the unwary pedant, and introduced her inventory of revolting vocables in garrulous denunciation of his audacious derisiveness. He hastened with consummate suavity to soften her extraordinary wrath, but found her enervated after the subsidence of her exhaustive effort. Her docile nature resumed its wonted calmness when he alluded to her ludicrous enunciation of the word "sough," and designated her grievous error in the elision of 'be initial aspirate in the word "wharf."

WORDS AND PHRASES FROM THE FRENCH.

<i>apropos</i> (ăp'rô pō), <i>to the point.</i> [cial.	<i>liaison</i> (lē ā zông'), <i>an illicit intimacy.</i>
<i>attaché</i> (ăt tâ shă'), <i>an official.</i>	<i>madame</i> (mă dăm'), <i>my lady.</i>
<i>au revoir</i> (ô rŭ vwär'), <i>till we meet again.</i> [style.	<i>monsieur</i> (mô syē'), <i>mister.</i>
<i>bon ton</i> (bông' tông'), <i>good</i>	<i>mont</i> (mông), <i>a mountain.</i>
<i>bon mot</i> (bông' mô), <i>a jest.</i>	<i>mauve</i> (môv), <i>a purplish color.</i>
<i>blasé</i> (blă ză'), <i>surfeited.</i>	<i>naive</i> (nä'ēv), <i>ingenuous.</i>
<i>belles-lettres</i> (bël-lēt'tēr), <i>po-lite literature.</i>	<i>nom de plume</i> (nông dŭ plum'), <i>a literary title.</i>
<i>carte blanche</i> (kărt blăns'), <i>full permission.</i>	<i>outré</i> (ô tră'), <i>extravagant.</i>
<i>comme il faut</i> (kôm ēl fō'), <i>as it should be.</i>	<i>on dit</i> (ông dē'), <i>they say.</i>
<i>connoisseur</i> (kôn nŭs sŭr'), <i>a critical and skillful person.</i> [stroke of policy.	<i>protégé</i> (prô tâ zhă'), <i>one protected.</i> [alert.
<i>coup d'état</i> (kôo dă tă'), <i>a débris</i> (dă brē'), <i>fragments.</i>	<i>qui vive</i> (kē vŭv'), <i>on the régime</i> (ră zhēm'), <i>adminis-tration.</i> [ming up.
<i>début</i> (dă bŭ'), <i>first appear-ance.</i>	<i>résumé</i> (ră zŭ mă'), <i>a sum-répertoire</i> (ră pâr twär'), <i>a treasury; a magazine.</i>
<i>éclat</i> (ē klă'), <i>plendor.</i>	<i>roué</i> (rôo â'), <i>a debauchee.</i>
<i>élite</i> (ă lēt'), <i>chosen; select.</i>	<i>savant</i> (să văng'), <i>a learned man.</i> [name.
<i>ennui</i> (äng nwē'), <i>languor.</i>	<i>sobriquet</i> (sô brē kă'), <i>a nick-séance</i> (să ängs'), <i>a sitting.</i>
<i>entrée</i> (äng tră'), <i>entrance.</i>	<i>sang-froid</i> (säng frwä'), <i>cool-ness.</i> [party.
<i>en masse</i> (äng mäs'), <i>in a body.</i> [way.	<i>soirée</i> (swä ră'), <i>an evening</i>
<i>en route</i> (äng rôot'), <i>on the façade</i> (fă säd'), <i>front view.</i>	<i>souvenir</i> (sôo ve nēr'), <i>a keepsake.</i>
<i>faux pas</i> (fô pă'), <i>a false fête</i> (făt), <i>a festival.</i> [step.	<i>tête-à-tête</i> (tăt â tăt'), <i>a pri-vate conversation.</i> [face.
<i>Honi soit qui mal y pense</i> (hō nē swä kē näl ē päs), <i>Evil to him that evil thinks.</i>	<i>vis-à-vis</i> (vē ză vē'), <i>face to trousseau</i> (trôo sô'), <i>bridal outfit.</i>

LATIN WORDS AND PHRASES.

ad In fī nī'tum, <i>to infinity.</i>	mō'dus op ē rān'dī, <i>mode of operating.</i>
ad lib'itūm, <i>at pleasure.</i>	nōl'lē prōs'ē quī, <i>unwilling to prosecute.</i>
ā'liās, <i>an assumed name.</i>	nē plūs ūl'trā, <i>nothing beyond.</i>
āl'i bī, <i>elsewhere.</i>	nō'lens vō'lens, <i>willingly or unwillingly.</i>
bō'nā fī'dē, <i>in good faith.</i>	nōn est in vēr'tus, <i>he has not been found.</i>
eā'piās, <i>you may take.</i>	pēr ān'num, <i>by the year.</i>
eōm'pōs mēn'tīs, <i>of sound mind.</i>	pēr dī'em, <i>by the day.</i>
euī bō'nō, <i>for whose good.</i>	pōst-mōi'tem, <i>after death.</i>
dē fāe'tō, <i>actually.</i>	pōs'se eōm ī tā'tus, <i>the civil force of the county.</i>
dē jū'rē, <i>in law.</i>	prō ēt eōn, <i>for and against.</i>
ēr rā'tā, <i>mistakes.</i>	prī'mā fā'ci ē, <i>at first view.</i>
ē plū'ri būs ū'num, <i>one out of many.</i> [office.]	prō bō'nō pūb'lī cō, <i>for the public good.</i> [cient.]
ēx ōf fī'ci ō, <i>by virtue of</i>	quan'tum sūf'fī cīt, <i>suffi-</i>
ēx pār'tē, <i>on one side.</i>	quōn'dam, <i>former.</i>
etc. (ēt cēt'ē rā), <i>and others; and so forth.</i>	quīd prō quō, <i>an equivalent.</i>
fāesīm'īlē, <i>an exact copy.</i>	rā'rā ā'vis, <i>a rare bird.</i>
fī ē ī fā'ci ās, <i>cause it to be done.</i> [state.]	rē qui ēs'eat in pā'ce, <i>let him rest in peace.</i>
In stā'tū quō, <i>in the former</i>	sī'nē dī'ē, <i>without day.</i>
In tō'tō, <i>wholly.</i> [of.]	sūb rō'sā, <i>privately.</i>
In me mō'rīam, <i>in memory</i>	tē dē'um, <i>a hymn of praise.</i>
L. S. (lō'eus sig'l'i), <i>the place of the seal.</i>	tēr'rā fī'r'mā, <i>solid earth.</i>
māx'īmūm, <i>the greatest.</i>	vī'vā vō'cē, <i>orally.</i>
mīn'īmūm, <i>the least.</i> [self.]	vī'ā, <i>by way of.</i>
mā'lum īn sē, <i>an evil in it-</i>	vēr'sus, <i>against.</i>
man dā'mus, <i>we command.</i>	
mēmō'rīā lī'l'īā, <i>things worthy of record.</i>	





